



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

**DBN: (i.e. 01M001):**

**07X162**

**School Name:**

**THE LOLA RODRIGUEZ DE TIO**

**Principal:**

**ANGEL FANI**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Lola Rodriguez de Tio School Number (DBN): 07X162  
School Level: Middle School Grades Served: 6 -8  
School Address: 600 Saint Ann's Avenue, Bronx, NY 10455  
Phone Number: 718-292-0880 Fax: 718-292-5736  
School Contact Person: Angel Fani Email Address: afani@schools.nyc.gov  
Principal: Angel Fani  
UFT Chapter Leader: Steven Sachs  
Parents' Association President: Emily Garcia  
SLT Chairperson: Jacqueline Negrón  
Student Representative(s): Shariah Lyons, Grade 6-Student Council

**District Information**

District: 07 Superintendent: Yolanda Torres  
Superintendent's Office Address: 501 Courtland Avenue, Bronx, NY 10451  
Superintendent's Email Address: YTorres5@schools.nyc.gov  
Phone Number: 718-742-6500 Fax: 718-742-6548

**Cluster and Network Information**

Cluster Number: I Cluster Leader: Christopher Groll  
Network Number: 109 Network Leader: Maria Quail

## 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)
Angel Fani	*Principal or Designee	
Steven Sachs	*UFT Chapter Leader or Designee	
Emily Garcia	*PA/PTA President or Designated Co-President	
Jenny Morales	DC 37 Representative, if applicable	
Shariah Lyons -Grade 6-Student Council)	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Cassandra Dixon (Young Athletes, Inc.) David Cummings(The Leadership Program)	CBO Representative, if applicable	
Solangel Taveras	Member/ Parent	
Dalila Miranda	Member/ Parent	
Blanca Turcios	Member/ Parent	
Raquel Cruz	Member/ Parent-Title I	
Elizabeth Mojica	Member/ Parent	
Jacqueline Negrón	Member/ Teacher-SLT Chairperson	
Irene Castro	Member/ Teacher	
Bebe Ahmed	Member/ Teacher	
	Member/	

	Member/	
	Member/	

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

#### The Six Elements of the Capacity Framework

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

## Accountability Tools and the Capacity Framework

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

### NYSED's Six DTSDE Tenets

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

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **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) and complete the ELT program description.
- **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.

Parts I and II.

On July 2013, a new interim-acting school leader began serving at the Academies of Future Technologies, JHS 162. The new leader encountered a school that was void of a School Leadership Team and a Parent-Teacher Association. Additionally, there were three teaching vacancies. Only one such vacancy was able to be filled by December of 2013. As of September 2013, a newly articulated School Leadership Team and a Parent-Teacher Association initiated planning for “Student Success, Nothing Else”. By September 2014, the School Leadership Team across its school wide base of representatives utilized the New York City Department of Education City Wide Instructional Expectations compounded with the six elements of the Capacity Framework to revise and update the school mission and vision. The School Leadership Team recomposed the school name from Academies of Future Technologies to The Lola Rodriguez de Tio. This served to emphasize the strong community roots of the school. For the 2014-15 school year, JHS 162 received the opportunity to re-activate and substitute a screened program based on Technology to Arts. This specifically encompasses a Band Music Program for incoming grade 6 students that will include Students with Disabilities and English Language Learners.

The new school mission of Community School Lola Rodriguez de Tió, JHS 162, is to build a community of 21<sup>st</sup> century lifelong learners who are high school, college and career ready. Faculty and staff in collaboration with parents and families will support students on their journey to develop strength of character, personal leadership, a sense of responsibility and a civic awareness for the world in which they live.

The Lola Rodriguez de Tió, JHS 162, school vision is to serve as both the blueprint for improvement and the benchmark by which we will evaluate our progress. The School Leadership Team vision is that each student enrolled in the school will articulate to high school with improved achievement in academics (specifically in the humanities), science and mathematics. The expectation is that they will articulate to high school with a solid understanding of their own character as it relates to the individual choices they make through self-regulated behaviors will impact their future.

**To ensure achievement of the school mission and vision:**

- Students will attend school and will be furnished an environment where they feel comfortable, safe, supported and accepted.
- Students’ families are our partners. Their presence and support in our school in addition to their support at home are essential components to each student’s success.
- Open and honest communication between families, teachers and students is essential to create, develop, promote and sustain collaboration, collegial relationship and cooperation among all school stakeholders.
- School constituency will work in unison, preparing students to set challenging goals and to give their best efforts to achieve the highest academic standards by consistent utilization of rigorous curricula that is fully aligned to the Common Core Learning Standards. This includes Expeditionary Learning for ELA and Story of Ratio for Mathematics.
- Our work output must be equal and/or higher than any other exemplary high school and college preparatory middle school.

The Community School Lola Rodriguez de Tió as of 12/01/2014 is a middle school with 378 students, grades 6-8. The school population comprises about 69% Hispanic, 29% Black, and less than 2% Asian and Whites, 0% American Indian or Alaskan Native students. Of this school population 29% are Students with Disabilities and 26% are English Language Learners. It is noted that of this 26% ELLs, about 46% are long-terms ELLs and about 38% are ELLs with one year or less of service (product of the school creating a Transitional Bilingual Program on 2013-2014). Another significant data is that 18% of students live in temporary housing, doubled/tripled-up housing.

In terms of academic performance on last State assessment about 95% of students performed below standards in ELA and about 93% are performing below standards in Mathematics. In terms of faculty and staff over 85% of it have been at the school longer than five years and more than 75% of teachers have five or more years of teaching experience.

The school failed to meet its AYP in ELA or Math for 2012-2013. Going forward, the primary efforts for 2013-2014 were concentrated on organizing the school for teaching and learning while creating stability by providing a safe and orderly environment for the student body and faculty. The school attained small improvements in attendance (from 86% to 87.8%), school wide ELA scores, decreasing the number of students performing well below standards from 66% to 58% and school wide Math scores, decreasing the number of students performing well below standards from 71% to 69%. However, the most extensive accomplishments were related to re-focusing the school from an established culture of failure to the initiatory steps of a culture of success. The data results contained in the School Survey and the School Quality Review data revealed improvements in systems and structures. This school year School Quality Review further show improved practice when the school attained proficiency status in four of the five quality indicators.

Based on qualitative and quantitative data aggregated from 2012-2013 and from 2013-2014 the new School Leadership Team understood early that to navigate the school from a culture of failure to a successful institution of learning there was a compelling need to address the social and emotional learning needs of the student population. Our students enter our building with multitudinous challenges that directly impact their ability to process and assimilate academic knowledge. The interventions needed for these students were pivotal in school wide improvement efforts. As of 09/03/2014, the Community School Lola Rodriguez de Tio is strategically organized in grade cohort Mentoring Groups. Mentoring groups are composed of four core content subjects, teachers and homogenous grade level students. Each Mentor Group has a lead teacher. Each Mentor Group has student representatives organized in a Student Council. Mentoring groups will stay together for three years starting in grade 6 and continuing to end of grade 8. The teachers assigned to each Mentor Group conduct weekly common planning meetings and bi-weekly mentor-group interactions with their mentees. The latter is to ensure that each student has positive interactions with a least one relevant adult in the school. The mentees in each grade, participate in bi-weekly Health and Careers assemblies that include specific topics. The topics include Respect for All and Anti-Bullying programs such as the Upstander curriculum. Student driven topics will focus on Social Emotional Learning with a concentration on internalizing self-regulatory behaviors. The Mentor Groups is a collaborative effort between Administration and the UFT Teacher Center. The School Leadership Team relinquished an Assistant Principal's position to hire a Social Worker to articulate with our Student Support person (formerly known as the dean of discipline). The Social Worker works in tandem with Student Support to facilitate the organization of mentor groups assemblies and to articulate the use of Response to Intervention Framework to organize students into academic and behavior intervention Tiers. The school community had embraced 'Restorative Practices' approach to discipline to support our students social and emotional growth. This initiative is articulated by our Student Support and Social Worker in conjunction with Lead Mentor Group Teachers. In addition, the use of Restorative Practices attunes to our school mission of helping children develop strength of character and a civic awareness for the world they live.

The Community School Lola Rodriguez de Tió School Quality Review revealed measurable progress that was made from the 2013-2014 school year to this current 2014-2015 year. On the DTSDE conducted on March of 2013, the school attained scores that reflected mostly developing and ineffective from the HEDI scale. The School Leadership Team however, disagreed with said scores as they were not accurately indicative of the schools' actual standing as compared to the results of 2012-2013. Last school year the school attained scores of developing in all quality indicators. The most recent School Quality review was conducted in October 2014 by District 07 Superintendent Yolanda Torres . The results indicated ratings of proficient in four of the quality indicators and a rating of developing in one indicator. These results are indicative of improvement in all Tenets when compared to the DTSDE and HEDI rating scales.

The Community School Lola Rodriguez de Tió has formulated several partnerships (listed below) fully aligned to the attainment of the goals outlined by the school. These partnerships are geared to sustain the school on its continued path toward a culture of success where "Student Success, Nothing Else" transcends from a motto into a reality.

- Out of School Time (OST)-Young Athletes provides extended learning time opportunities and activities from Monday-Saturday, inclusive of Summer, to all students. The extended learning time opportunities, incorporate both academic interventions and recreational activities. Academic interventions include Mind Play and Achieve 3000 for ELA and the use of Think-Through-Math for Mathematics. In addition, students are afforded the

opportunity to receive homework assistance. Recreational activities include, various sports and other club activities like chess . Trips for cultural enrichment and education to locations in New York City are also included in this program.

- OASIS-Summer Quest provides summer extended learning time opportunities for both mandated summer students and for students seeking enrichment engagement to avoid summer loss. It is noted that on its first year of implementation our program was ranked number one citywide and that it was utilized as a model for other schools partnering with Summer Quest-OASIS.
- 21<sup>st</sup> Century and its Leadership Program provides all students both during regular school day and during extended learning time with academic intervention services via Mind Play and Achieve 3000 for ELA and the use of Think-Through-Math for Mathematics. The Leadership Program articulates the delivery of its anti-bullying Upstander program during school Mentor Groups assemblies and during specifically scheduled classes. During extended learning time the program articulates clubs and sports activities. The program sustains a partnership with New York Road Runners Association offering our students the opportunity to competitively practice track and field. The program also sustains a basketball and a step team. The program sustains Study Hall on Wednesday and Thursdays providing multiple opportunities to students to make-up or recover any missed assignments because of lateness or absences to school. There is also an enrichment program for English Language Learners on Wednesdays and Thursdays. On Saturdays parents and families are afforded the opportunity to participate in English as Second Language classes. The program offers all students multiple opportunities to develop leadership skills by participating in leadership activities such as students' council, create and present musical theatre play, martial arts and other suitable activities chosen by students.
- Science Omni-Learning, which is a part of the 21<sup>st</sup> Century grant, provides in-classroom science demonstrations twice weekly and articulation of STEM science laboratory practices to students and teachers based on CCLS and National New Generation Standards.
- CHAMPS-Provides after school Basketball and Step programs during the Fall, Winter and Spring.
- Urban Advantage provides professional development for our science teachers, in addition to valuable science materials and passes for families and students to natural city spaces such as the Museum of Natural History, Botanical Gardens, and the New York Aquarium.
- Literacy Solutions Inc. consultants in close articulation with our United Federation of Teachers Teacher Center, provides professional development to all teachers with particular emphasis on ELA and Math teachers. This helps to increase teaching capacity and pedagogy via onsite and online courses including professional development utilizing Expeditionary Learning and Story of Ratio from Engage NY.
- Amplify-provides us with multiple opportunities to monitor student progress via Success Checks.
- Goal Book-provides teachers with the opportunities to create goals for students fully aligned to Universal Design for Learning and the Common Core Learning Standards in ELA and Math.

As part of the NYC DOE Renewal Community School efforts we would like to utilize additional resources to continue addressing the challenges ahead and to demonstrate improvement within the areas outlined in the last School Quality Review. We will continue our focus on improving the six tenets of the Capacity Framework. Pending funding and additional resources we are seeking partnerships with:

- New York Historical Society (NYHS)- The NYHS will provide skill building professional development workshops for teachers (6-8), with a lens on character past and present and enriched social studies embedded classroom professional development. There will be an emphasis on vocabulary development and literacy through primary documents. The combination of tangible and digital objects will bring history to life, instilling curiosity and critical thinking in the classroom. Additionally, NYHS will provide several humanities modules to be integrated into the existing Lola Rodriguez de Tió curriculum, including arts and music.
- Facing History and Ourselves will provide a five day summer mini-day residency. Two teachers will attend this training on scholarship this summer. Content will consist of a strong advisory curriculum based on "identity and

community” which begins year one for all grades. This will lay the thematic and pedagogical framework: Identity; Membership and Belonging; We and They; Memory, Legacy and Judgment and Choosing to Participate. In addition to curriculum, Facing History will provide professional development on the delivery of supporting ELA curricula as well on site coaching and workshops. The action of studying social injustices of the past and making connections to the community and student experiences will allow teachers and students to co-create a rich curriculum, based in the Common Core.

- Ramapo for Children- A prevailing concern articulated by all Mentor Groups is behavior in the classroom .This concern has been ongoing for a number of years. The Lola Rodriguez de Tió school student body has a high percentage of special needs students as well as students who enter the school below proficiency. To introduce a variety of teaching strategies which may remove obstacles in the classroom to learning, Ramapo for Children will provide professional development for teachers, coaching sessions (two times monthly) and parent support sessions.
- Math Solutions - New York State data shows that in 2013 combined, 71% tested at Level 1 and 23.9% tested at Level 2. In order to increase performance and to make adequate yearly progress (AYP), the administration has introduced a new curriculum this year. However, there a lack of an on-site math staff developer to furnish demonstration lessons exhibiting best teaching strategies, to plan with the department, coach, observe, provide workshops and, overall, provide professional growth to a veteran mathematics staff. We are anticipating that through capacity building an outcome will be a school based math coach. Math Solutions will provide foundation course work for professional credit to the staff.
- Teach Boost- Teach Boost is an evaluation and feedback platform designed to engage teachers and administrators in an ongoing, evolving dialogue that fosters the development of effective educators and improved student outcomes. We will utilize this program to create opportunities for meaningful interactions among teachers and administrators through the Teach Boost collaborative portal and work in partnership with other educators to develop a safe space to collaborate with, and learn from, their peers, encouraging a culture of shared responsibility and collective success. The goal of Teach Boost is to encourage breakthrough professional learning moments that result in successful, sustainable improvements in teaching and learning.
- Educate Inc.- The goal will be two fold. First, there will be a provision of one-on-one elbow coaching to teachers in the use of technology to further develop teachers’ pedagogy to sustain student engagement. Secondly, school leaders will be given opportunities to be immersed in coaching and mentoring interactions with a former successful school principal. This will serve to address continued revisions of goals and alignments to budget capacity.
- Partnership with a Community Based Health Organization from Bronx Lebanon, Montefiore, North Central, Morris Heights, Union Health, and/or any other suitable partners that can establish an in-house school clinic. The expectation is that this clinic will work in tandem with us to better service not only the needs of the whole child attending our school, but also the needs of all students enrolled in the other 4 campuses on site.

Part III. Despite all the challenges encountered by the new School Leadership Team, it was a rewarding school year where advancement was evident. The evidence was observed in the following areas:

- A new Principal
- Articulation of the SLT
- The establishment of the United Federation of Teachers Teacher Center
- A decrease in the number of students performing well below standards on ELA
- Contracting of a literacy consultant and extended support from the UFT via a math coach
- Improvement in school environment and support as evidenced by results from School Survey,
- Complete alignment with the instructional goals by providing consistent academic support and creating the focus to move the school forward for overall academic progress.

The school budget, with constraints, is suitably used in its majority for instruction and teacher development, thus adding

a sense of direction and congruence between teaching and learning that result in improved outcomes. These instructional individuals provide teachers with opportunities to develop action plans synchronized with school-wide goals, resulting in more focused instructional practices, lesson delivery and improved student products.

The school-wide time schedule is structured to allow teachers to engage in weekly planning sessions by grade and by content areas. English language arts teachers plan lessons directly from Expeditionary Learning and Math teachers plan lesson directly from Story of Ratio and from Go Math. Learning is being made relevant to students by focusing on experiential learning approaches to instruction. Students are immersed in the use of technology, research, and small group discussions (via Reciprocal Teaching strategies) as they engage in active learning. This content-wide endeavor challenges students to think critically and produce meaningful work aligned to the school-wide instructional goals.

Student performance is analyzed via a variety of data sources such as pre-mid-post Units assessments, Entrance/Exit Tickets targeting particular skills within each performance standard, performance-based tasks, mid-terms, and frequent use of benchmark assessments via a clear interim assessment calendar. Data is centralized on software program Skedula and made available to parents and students via its Pupil Path site. Progress reports are readily available and disaggregated as needed across all sub-groups including SWDs and ELLs. Teachers dissect these results to identify trends and knowledge gaps across grades and/or content areas in order to inform their planning that addresses students' targeted needs in English Language Arts and Math. Classroom data is articulated via Class-at-a-Glance Data Sheets.

School leaders and teachers engage in ongoing data talk discussions, via Data Talk Protocol developed collaboratively by school and teachers, to evaluate the effectiveness of SMART goal settings, action plans, and impact on teacher practice. These data-driven talks, help stakeholders identify the stumbling blocks that stifle students' growth and ascertain the impact of the instructional and organizational decisions made thus far, resulting in agreed-upon next steps for continual instructional improvement.

Teachers discuss and set school level goals vis-à-vis a baseline-writing piece, Running Records, Scholastic Math Inventory, Performance Series Assessment and Periodic Assessment results focused on how to support students' learning across content areas. This conversation has led to identifying needed grade-specific micro skills and the development of Reading Comprehension and Math strategies that can be employed by all content teachers for consistent delivery of instruction in order to accelerate students' learning and leverage change in classroom instruction. Literacy development across all content areas is monitored and evaluated to provide students with vital connections to school wide goals.

The use of professional books guides staff's work in the attainment of school-wide goals relative to the improvement of student academic and social/emotional needs. Teachers' reference portions of the professional books are able to compare their classroom observations or findings with the stated research, and implement strategies into their classroom practice. In addition, as teachers confer with students during advisory on their academic progress, students take note of their next steps towards improvement, thus helping them understand identified goals. Teachers utilize UDL Goal Book goal writing software to specifically write goals for students 100% congruent with CCLS at the micro-skills level. Consequently, teachers goals help students articulate their own goals based on the 100-Book Challenge program, which aligns to the overall literacy expectations to increase student performance.

Focused Danielson Framework for Teaching data-driven instructional walks and informal and formal observations provide school leaders with low inference information. Teachers receive not less than two specific feedbacks within the Foci while providing them with the resources needed for implementation. School leaders and teachers then meet to set teacher individual goals based on the data and provided feedback, serving as a pivot to the next steps for instructional improvement and student progress. Teacher support morphs into the adjustment of professional learning that meets the needs of individual teachers, co-teaching opportunities with coaches and/or school leaders, and visits to other colleagues' classes for growth and reflection on instructional practices.

The teachers engage in structured collaborative team meetings where they share strategies, assess student work, and hold each other professionally accountable for ensuring that the agenda items are discussed in-depth, including setting expectations for upcoming meetings. Ongoing interactions and discussions lead to granular conversations on how to support the work across content areas as teachers determine students' challenges. Each teacher is empowered to contribute and provide classroom experiences that lead to further discussions on the practices that best suit the needs of struggling students. This sharing provides teachers with a risk-free venue where teacher consultation translates to colleague-to-colleague conferrals leading to shared instructional improvements.

Teachers are empowered to observe each other for the improvement of teaching strategies and practices. They welcome this risk-free, teacher critical-friend opportunity to provide feedback that helps them grow as a community of learners and leaders. Grade-wide lead teachers spearhead instructional performance tasks in Literacy, Writing, Math, Science, Humanities, and all other subjects areas in collaboration with the UFT Teacher Center specialist and Literacy consultant contributing to improved student learning and growth in teacher practice.

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

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

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

### 07X162 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	375	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	3	# SETSS	N/A	# Integrated Collaborative Teaching
				1
Types and Number of Special Classes (2014-15)				
# Visual Arts	20	# Music	12	# Drama
				N/A
# Foreign Language	9	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	89.1%	% Attendance Rate		87.8%
% Free Lunch	90.9%	% Reduced Lunch		1.8%
% Limited English Proficient	25.3%	% Students with Disabilities		32.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		28.4%
% Hispanic or Latino	69.6%	% Asian or Native Hawaiian/Pacific Islander		1.0%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		14.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.94
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	4.8%	Mathematics Performance at levels 3 & 4		6.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		14.1%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		60.9%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

### 07X162 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	375	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	3	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	20	# Music	12	# Drama
# Foreign Language	9	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	89.1%	% Attendance Rate		87.8%
% Free Lunch	90.9%	% Reduced Lunch		1.8%
% Limited English Proficient	25.3%	% Students with Disabilities		32.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		28.4%
% Hispanic or Latino	69.6%	% Asian or Native Hawaiian/Pacific Islander		1.0%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		14.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.94
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	4.8%	Mathematics Performance at levels 3 & 4		6.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		14.1%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		60.9%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			

#### Accountability Status – Elementary and Middle Schools

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

#### Accountability Status – High Schools

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

### 07X162 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	375	SIG Recipient
				No

Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	3	# SETSS	N/A	# Integrated Collaborative Teaching	1
Types and Number of Special Classes (2014-15)					
# Visual Arts	20	# Music	12	# Drama	N/A
# Foreign Language	9	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.1%	% Attendance Rate		87.8%	
% Free Lunch	90.9%	% Reduced Lunch		1.8%	
% Limited English Proficient	25.3%	% Students with Disabilities		32.9%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		28.4%	
% Hispanic or Latino	69.6%	% Asian or Native Hawaiian/Pacific Islander		1.0%	
% White	1.0%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		14.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.94	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	4.8%	Mathematics Performance at levels 3 & 4		6.6%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		14.1%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		60.9%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

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

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

#### Part 1b. Needs/Areas for Improvement:

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

This school year we embraced the English Language Arts New York State Curriculum from Expeditionary Learning and the Math Story of Ratio Curriculum which are fully aligned to the Common Core Learning Standards. The Expeditionary Learning modules provide a full alignment with coherence across grades and subject areas, embeds key standards, addressing the ELA instructional shifts to support our ELL's, SWDs and other sub-groups. The Math Story of Ratio Modules provide full alignment with coherence across grades and subject areas, embeds key standards, addresses the math instructional shifts to support scaffolding and differentiating practices for our ELL's, SWDs and other sub-groups.

Our Curriculum and academic tasks as well as student work products reflect a clear arc of learning that builds students' conceptual understandings and skills over time. Formative Assessments are fully aligned to the CCLS using New York State Rubric to assess students' learning and progress. The use of Skedula helps us with continued progress monitoring to make timely adjustments to teaching and learning.

### 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, when teachers are provided with support from school leaders and UFT Teacher Center specialist, there will be full implementation of Engage NY Expeditionary Learning ELA Curriculum and a full implementation of Engage NY Story of Ratio Math Curriculum for Grades 6-8 that will scaffold and differentiate instruction for all students

resulting in a 15% or higher decrease in students performing well below standards while increasing by 4% or higher the number of students meeting CCLS in ELA and Math, including SWDs and ELLs. English Language Arts and Math curriculum will be supplemented with support materials such as Mind Play for ELA identified students ( including SWDs and ELLs) by Achieve 3000 for identified ELLs students including SWDs, Think-Through-Math, and Success Checks from Amplify for all students.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• New York State Curriculum fully aligned to the Common Core Learning Standards, modules provide a full alignment with coherence across grades and subject areas, embeds key standards, addressing the ELA instructional shifts and Math shifts to support our ELL’s, SWD and other sub-groups.</li> <li>• Curriculum and academic tasks as well as student work products reflect a clear arc of learning that builds students’ conceptual understandings and skills over time. Formative Assessments are fully aligned to the CCLS using New York State Rubric to assess students’ learning and progress.</li> <li>• Common Core Teacher Teams use the shared learning targets (embedded within the module) to look at student work and make adjustment to grouping and apply “student needs” components within the unit to support our ELL’s, SWD’s and our struggling students</li> <li>• Teachers collaborate on using the state rubric across grade-levels and subject areas to keep consistent monitoring student’s progress resulting in students becoming aware of their next learning step. There will be a focus on student self-monitoring their own progress as a result of using the State Rubric for ELA and Math with students being held to high standards (CCSS)</li> <li>• Common Core Teachers Planning teams use the common formative assessments to plan the delivery of the instruction and to make informed decisions (data) to group students and make adjustments to pacing while utilizing the differentiation components embedded within the module units of study. The use of MOSL( measure of student learning assessment) and the PSA (performance series assessment) gives our CCTPT the consistent structure for norming and tracking student’s progress while using common “data” and/or assessments to examine student work. Our next step is to begin giving students <b>descriptive feedback</b> so that they can be empowered in their learning and provide actionable next steps.</li> </ul>	<p>All teachers and students</p>	<p>September 2014 to June 2015</p>	<ul style="list-style-type: none"> <li>• School leaders</li> <li>• UFT Teacher Center Specialist</li> <li>• Data Specialist</li> <li>• Teachers Mentor Groups</li> <li>• Educate Consultants(pending)</li> <li>• Literacy Solutions consultants</li> </ul>

<ul style="list-style-type: none"> <li>• Our focus this year will be on Questioning. The use of reciprocal teaching within our Science and Social Studies classes will afford students the opportunity formulate and respond to questions while participating in group discussions. ELA employed this strategy last year to support all of our learners furnishing them with the opportunity to access rigorous materials in their groups by giving them an avenue to generate questions that would lead to critical thinking.</li> <li>• Across grades and subject areas teachers can articulate a data-based rationale for a set of prioritized key CCS chosen and focused on by the Performance Series Assessment (MOSL) School measure of student learning Assessment.</li> <li>• The implementation of state curriculum has clearly defined criteria for what it means to exit a grade level and attain enduring understandings and key skills that ensure success in college and career.</li> <li>• Curriculum, with coherence across grades and subject areas, embeds CCS beyond those articulated and that have been identified as areas of growth or areas to close gaps for all students, including ELLS, SWD and other sub-groups through the use of ongoing unit assessments, ongoing checking for understanding (using protocols for example (Fist to Five)</li> <li>• Rigorous habits and higher order skills that require students to create their own meaning, integrate skills into processes, and use what they have learned to solve real world problems are emphasized in the curricula and academic tasks coherently across grades and subjects.</li> <li>• Teachers, across grades and subject areas, use student work and data to plan and refine curricula and academic tasks to cognitively engage all students including lowest and highest achieving students. Teachers plan using the RTI Framework to group students and differentiate the instruction.</li> <li>• Curricula and tasks, across grades and subjects, challenge and engage all students including SWDs and ELLs through scaffolding and critical thinking. Student work demonstrates evidence of extended thinking and extended work over time. Curricula demands of close reading, text-dependent questions, CCS ongoing assessments challenge and engage all students with the opportunity to differentiate (student's needs) to give students an opportunity to engage in grade-level task.</li> <li>• State Curriculum Expeditionary Learning provides students opportunities to engage in independent reading. Students are engage in independent reading every day with a common Core standard focus (Power Goal) and this gives students an opportunity to work on the CCS at their grade-level (allowing students to build on their understanding of the CCS at their independent level). Students receive instruction at their grade-level preparing students for college and career.</li> <li>• Curriculum and academic tasks are designed to engage students and advance them through the content and assess their understanding as evidenced by student work products that meet and exceed the standards. The use of the ELA State Rubric (2 and 4 point rubric) in all content-areas provide students with a clear expectation of how their work' is being measured.</li> <li>• Administration and teacher peers use low inference and focused</li> </ul>			
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<p>observations that are aligned to a research-based framework (e.g. Eight Components to Danielson Framework for Teaching or SCEP focus Professional Teaching Standards rubric or any other research-based framework); this feedback captures the strengths and challenges of teachers’ pedagogy and provides a clear picture of the next steps. This results in instructional changes as driven by student data.</p> <ul style="list-style-type: none"> <li>• As a Professional Learning Community we are beginning teacher walkthrough for the purposes of gathering observational data about student-engaged learning in order to arrive at a school-wide profile about student learning practices. This will serve as the basis for professional learning study, reflection, and instructional improvement. The second purpose to adjust professional development needs. The third purpose to observe, support and share the implementation of new instructional curricular (State curriculum Common Core State Learning Standards) Our Professional Learning Community’s first Learning Walk took place after participating in several professional learning sessions on Domain 2, which is Classroom Environment. Teachers now they get to share their environment with their PLC identifying what is in their environment that impacts students’ learning. Literacy Learning Walks (conducted by Literacy Coaches) have provided our PLC with a focus on the key instructional components that should be visible during the Literacy instructional time. These are the shared learning target, shared applied formative assessment, conferencing, and shared agenda (flow of the day). Our literacy walk report has provided teachers with constructive feedback so that they can make immediate modifications to impact student learning and spark constant discussions about how we are supporting our ELL’s and SWD’s.</li> <li>• Using last year professional development focus we are now using the school’s survey, SQR, SIG, teacher’s survey, and teacher walkthrough data that includes the following: <ul style="list-style-type: none"> <li>• Revision of the school improvement plan and goals</li> <li>• Identification of specific situations where teachers may benefit from instructional elbow coaching.</li> <li>• Identification of teachers who are masters at specific instructional strategies and can model lessons for others or lead professional development</li> <li>• Identification of additional administrative support (such as providing immediate feedback to impact student learning and student practice)</li> <li>• Reporting and displaying of observation data to celebrate success</li> <li>• Direction for the focus of future peer walkthrough observations</li> <li>• Developing an Action Plan Template for teachers to guide improvement efforts based on the results of teacher walkthrough observation data.</li> <li>• Differentiated Professional Learning- there are new staff members and teachers that are new to the teaching profession. The PLC survey indicated the need to provide PD on specific topics related to PLC needs: <ul style="list-style-type: none"> <li>✓ Domain 2: Classroom Environment (setting classroom</li> </ul> </li> </ul> </li> </ul>			
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<ul style="list-style-type: none"> <li>expectations to promote learning and PBIS)</li> <li>✓ ELA- the implementation of the rigorous materials embedded within the Expeditionary Learning Modules the use of the protocols to make the curriculum accessible</li> <li>✓ Reciprocal Teaching in our classroom (Math, Science, Social Studies and Technology)</li> <li>✓ How to complete a PPT referral</li> <li>✓ Learning Walkthrough to look for patterns and trends to promote student learning</li> <li>✓ DOK questioning,</li> <li>✓ Supporting ELL's students</li> <li>✓ Differentiation,</li> <li>✓ UDL, and RTI,</li> <li>✓ Providing students with descriptive feedback to provide students with next step t and promote their growth</li> <li>✓ Using data to drive instruction,</li> <li>✓ Eight Components Danielson Teaching,</li> <li>✓ Working in Inquiry Groups to further student learning and teacher practice and setting high expectations</li> <li>✓ Co-Teaching (ICT)</li> <li>✓ Increasing Rigor throughout the Lesson: What does good teaching and learning look like?</li> </ul>			

**Part 4 – Resources Needed**

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

Additional human resources will include support from CFN 109, support from District 07 Teacher Effectiveness Coach and support from District 07 Superintendent.

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

Grants refer to 21<sup>st</sup> Century grant allocated to school. The school is actively seeking RESO funding to increase the number of computers available to students for sustaining the usage of Mind Play, Achieve 3000 , Think-Through-Math, and Amplify.

**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.

From September of 2014 the school has articulated the use of Skedula to centralize grade and data reporting. The school uses paper and pencil class-at-a-glance sheets to facilitate data reporting. The school monitors daily progress via

Entrance/Exit Tickets, these help teachers identify formative data trends and patterns used to adjust and/or to modify weekly learning plans. It supports embedding assessment into instructional practices. Teachers submit either a Unit Page or Weekly Learning Plans. Over 95% of teachers submit Weekly Learning Plans adjusted from prior weeks to reflect students continued progress or lack there off. The school purchased Mind Play and Achieve 3000 to facilitate academic intervention services to specific targeted population (SWDs and ELLs) and with additional resources would purchase this program for more students. The school purchased Think-Through-Math as its premier math academic intervention service program for all students. Mind Play, Achieve 3000 and Think-Through-Math, in addition to data from the Performance Series Assessment and results from Amplify-Success Checks provide administration with live formative data used to modify and/or adjust instructional planning from week to week. Progress monitoring is articulated by school leaders and data specialist with support from the school wide data team and teacher leaders from Mentor Groups. Baseline assessments from Performance Series Assessment together with data from IRLA articulate with School Pace (100 Books Challenge) to provide us with initial qualitative and quantitative data. Administration of benchmark assessments from NYC DOE will be streamed to teachers by December 23, 2014. Additional data points are generated via the use of Amplify Success Checks (weekly short-quizzes exams aligned to CCLS). Data is warehoused in Datacation/Skedula and Class-at-a-Glance sheets. The data is made available to families and students via PupilPath. Our mid-point benchmark assessments are scheduled from January 12 to January 21, 2015. By January 31, 2015, final mid-point data will be analyzed and discussed school wide and compared to Baseline Assessments produced at the start of the school year. In addition, the results from our mid-point assessments will be analyzed to determine specific data trends and patterns and used to drive instruction and targeted interventions for targeted students from February 15 to April 03, 2015.

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

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

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**Section 5: Needs Assessment, Annual Goals and Action Plans**

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

**Part 1 – Needs Assessment**

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

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

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	D
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.	I
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	I

**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.

Our school had made substantive progress in moving from a culture of failure to a culture of success. The School Leadership Team in close collaboration with the school Parent-Teacher Association has articulated a school wide uniform policy that it is being consistently enforced with almost (99%) full collaboration from parents and students. The organization of the school into Mentor Groups including assemblies and mentor groups interactions contributes to the school’s successful implementation of school behaviors non-negotiable based on City Wide Student Code of Conduct. The school articulation of day activities with Extended Learning Time Programs including a successful Study Hall where students receive academic opportunities to either make-up or to receive missed assignment has translated well into the school wide effort to sustain improvement and has been fully accepted by parents as a consistent tool where their children can receive additional services. The school purchased services from Datacation to use Skedula as a centralized grading and reporting system has translated well to families who now have 24/7 access to their children in school performance. Parents now have enough time to request and to act on academic and behaviors intervention for their children. At the same time, students have a better understanding of our school wide grading policy, have access to their grades on a weekly basis, and a clear understanding on how the choices they are making through self-regulated behaviors affect their performance. Our school motto “Student Success, Nothing Else” has been internalized across all constituent groups. The school has moved from triage to a sustained culture of improvement. The school leader’s decision to exchange an assistant principal position for a social worker to completely support our Crisis Intervention Team has helped deliver to parents the strong message that the school values social and emotional learning as much as it values the academic performance of their children.

The programmatic decisions to move the school from horizontal academies to grade cohort Mentor Groups has helped deliver the message to all constituents groups that complete knowledge of students (part of city wide NYC DOE Instructional Expectations) is a non-negotiable element to improve practice and to improve upon our overall mission and vision of ‘Student Success, Nothing Else’.

Presently, the school has adopted grade level assemblies that address culture building and social emotional support to all students.

The assemblies

- promote a positive school culture that encourage interpersonal and inter-group respect among students and between students and staff. E.g., by reciting our school Character Pledge, by reciting the Pledge of Allegiance, and by keeping a moment of silence for their families and friends and soldiers fighting abroad for our freedom.
- provide all students with a supportive and safe environment in which to grow and thrive academically and socially
- include components derive from monthly themes to support students with prior knowledge and expose them to how these themes can address the respect for diversity, emotional well-being, community service, and build community partnerships that addresses college and career readiness.
- Are aligned to the PBIS school initiative to improve student behaviour

#### Student Government

The purpose of student council is:

- To develop positive attitudes and to practice good citizenship.
- To promote harmonious relations throughout the entire school.
- To improve student/faculty relationships.
- To improve school morale and general welfare.
- To provide a forum for student expression.
- To plan special events or projects.

#### Mentoring Groups

- Provides all students with a mentor who can support them academically, emotionally and socially, Mentors will serve as the point person for support in any area they may need in.
- Student Support and crisis intervention social worker articulate use of Restorative Practices to support students social and emotional development.

#### PBIS

- The Positive Behavior Intervention System will be implemented to serve and give strategies for all students to increase academic performance, improve safety, decrease problem behaviors, and establish a positive school culture.

School Leadership Team understands that in order for a culture of success to permeate all students, additional systems for improvements need to be established. The School Leadership Team decided to make school attendance the key component of its overall vision of success to sustained school culture improvement.

The School Leadership Team created a school-wide Attendance Improvement Means Academic Success team or A.I.M.A.S. with a clear understanding that to further school wide improvements students need to be in daily attendance to school.

#### **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, the school will have improved school culture and attendance(92%) as measured by a 15% decrease in the number of Principal and Superintendent’s suspensions as compared to 2013-2014, by a 5% increase in the number of satisfactory responses to appropriate components in school environment survey and by a 4.8% net increase of attendance average from last school year.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The overall goal of our A.I.M.A.S. Team is to improve attendance. The rationale being that Attendance directly correlates to the attainment of other school goals, thus improving student achievement. This will assist us in meeting our Adequate Yearly Progress, which is paramount to our school mission and vision. The Attendance Team is composed of the school leader, pupil accounting secretary, school aide for attendance, Cluster Attendance Teacher, Student Support(formerly known as dean), and our Crisis Intervention Social Worker.</p> <p>Our school commitment to improving attendance will be enhanced as the culture of the school promotes and values curriculum-based and individual intervention strategies for particular students. Programs such as protective behaviors, peer mediation, restorative approaches, anti-harassment, peer support and buddy systems have all been deemed appropriate for intervening with students displaying poor attendance behavior.</p> <p>We will expand our existing partnership with the Leadership Program with a focus on improving school culture and attendance. The goal is to help create a viable and predictable road for our students as they navigate their way to academic and personal success. Our motto: Student Success, Nothing Else.</p> <p>Although for 2013-2014 our school realized gains in attendance from 86% the prior year to about 87.8% average for the 2013-2014 year our main goal continues focus on increasing students’ attendance to school to facilitate improved student engagement and achievement. We re-examined our initiatives and streamlined our attendance improvement efforts. We are confident that with applicable strategies and support we will</p>	<p>All students tiered using Response to Intervention Framework</p>	<p>September 2014 to June 2017</p>	<p>School Leadership Team School leaders UFT Teacher Center Mentor Groups Data Specialist Attendance Improvement Means Academic Success Team</p>

make significant gains for the school year 2014-2015 and beyond. As part of the NYC DOE School Renewals effort additional funding for CBO partnerships will strengthen our undertakings.

**Key objectives:**

Improve regular attendance to school by providing students with the strong foundations necessary to develop academic skills and emotional and social connections. The steps will incorporate streamlining our Attendance Improvement Plan to describe outcomes, strategies to achieve the outcomes, and how the analysis of attendance data will inform the continued improvement in attendance rate.

Improvement will be measured by:

- increased average weekly attendance
- decreased unexplained absences
- implementing efficient processes for collecting and monitoring attendance records.

The steps will be:

- Setting a target for improvement (S.M.A.R.T. goals)
- Continual redevelopment of attendance flow chart (RTI-model, Tiered groups) to record and track student absences, by identifying students for whom more personalized interventions are needed.
- Providing ongoing feedback to staff, students and parents/guardians via a regular communication of progress
- Communicate at staff meetings and assemblies, through the newsletter, and in conversations with parents/guardians the importance of consistent attendance

**Key actions**

Key actions in improving attendance will include:

- a) Each student will have a Student Success Learning Plan. The plan will include an attendance component with a student attendance improvement plan and a student absence learning plan embedded into it. The SSP will serve as both a blueprint for improving attendance and for improving academic success, student performance and achievement.
- b) Comprehensively focus on attendance data at a whole school, cohort, classroom and individual student level. Beginning in August of 2014, the school will use ATS RESI reports to classify students as either Tier I, Tier II or Tier III(a and b).
- c) Regular (daily, weekly, bi-weekly, monthly) monitoring and sharing of attendance and academic data with teachers, parents and students by the use of Datacation / Skedula, thus improving data tracking and progress monitoring.

- d) Brainstorming strategies to improve attendance at the school (see below).
- e) Setting an attendance target to reduce absence
- f) Including attendance data goals in teacher Performance & Development Plans
- g) Celebrating successes
- h) Creating Action Plans with weekly targets and progress monitoring for those with irregular attendance.

**Strategies to be implemented to improve attendance**

- A strong focus on building school connections for students, for example: relationships with teachers, friendships and connections with the curriculum.
- Parents will be encouraged to engage and participate in the school, for example: attend parent-teacher conferences as scheduled, attend PTA monthly meetings, attend excursions affiliated to Urban Advantage sites (museums, zoos, botanical gardens); Family Curriculum Nights, Family Science Night and attendance trips to Broadway shows with their children are among some key initiatives.
- Social and Emotional intelligence will be explicitly addressed across the school. RTI framework will be utilized in conjunction with Renzulli Profiler. The Renzulli Profiler will provide an accurate, comprehensive analysis of an individual student’s academic strengths, interests, learning styles, and expression styles. The Renzulli Profiler will allow teachers to guide instructional strategies and classroom management based on a deep understanding of their students’ needs. It will furnish teachers with a rich understanding of the motivational make-up and academic strengths of each one of their students. The Renzulli Profiler online assessment questions will identify student’s top three tiers in each of the following: Learning styles, Expression styles and Interest areas.

Additionally, the Renzulli Profiler will help guide each student through learning activities matched to his or her personal profile, helping teachers more efficiently differentiate learning for all students. Teachers will be able to search the database by unit topic, standards, student learning profile, grade, and ability level. Once the teacher identifies the perfect resource, it will be integrated into each student’ success learning plan via specific goals created via Goal Book(online UDL from CAST). We are confident that these in depth understandings of personal learning styles will contribute to developing an environment where children will feel safe, valued and respected.

<ul style="list-style-type: none"> <li>• Links will be established and/or strengthened with community health and welfare agencies to support families in need and with those agencies already servicing our students.</li> <li>• AIMAS will identify students in each class who have a history of poor attendance and will develop strategies to improve their attendance performance.</li> <li>• AIMAS will take responsibility for following up on all absences that go beyond a day with a phone call. Mentor Group leaders will articulate with their cohort to contact families if a child is absent two days in a row. The parent will be informed of the procedure for their child to recover via participation in Study Hall. On the third day AIMAS will activate an attendance intervention plan.</li> <li>• AIMAS will use a newsletter to communicate the importance of daily attendance at school.</li> <li>• Goals for attendance performance will be set on each student Learning Plan and be communicated via whole of school, classroom and for some students at an individual level.</li> <li>• AIMAS will encourage parents to facilitate timely arrival of their children to school. A member of the school leadership team will be positioned at the entrance to greet late families and ensure that students receive a late pass. After 8:30am, safety officers at safety desk will direct late students to the school's main office for late pass processing. Teachers will accept all late students and direct these students to take a 'recovery slip for tardiness' and will make a late entrance onto Class Section Sheets.</li> <li>• The school changed the start of the day from 8:00am to 7:55am. Parents will be informed that students who arrive after 8:03am will have to complete late pass and will be marked late.</li> <li>• AIMAS will recognize favourable attendance and will offer rewards to students meeting their personal goals. (Please refer to rewards program in another section of this plan).</li> <li>• AIMAS will meet as frequent as needed with parents of students with chronic absenteeism. Discussion at these meetings will focus on the importance of regular attendance and how the school can support the family to</li> </ul>			
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achieve this. AIMAS and Teachers work with families to try to find solutions to tardiness while articulating the gravity of the problem.

- Attendance will continue being part of our Grading Policy and will represent 25% of a student's cumulative grades. All absences must be recovered during Study Hall (as indicated on Attendance Action Plan outlined in Student and Family Handbook)

**Evidence of expected success**

By June of 2015, school will be able to increase attendance to 89%, to 92% by June 2016, to 94% or above from 2017 forward.

By June 2015, school will reduce the average absence days to less than 18 days per year for 80% or better of our students.

By June 2015, school will increase to more than 65% of all students aggregating attendance average of 90% or better.

By June 2016 (year two) the school will reduce the average absence days per student to less than 15 days per year with more than 75% of our students aggregating an attendance average of 92.5% or better. From June 2017 (year three forward) the goal is to reduce the average absence days for 80% of all students to less than 12 days per year with 75% of our students aggregating an attendance average of 95% or better.

**Reward System (both extrinsic and intrinsic values will be promoted)**

Our school will create a reward system, such that:

- Students who are punctual and attend school every day for a week will be entered into a school wide raffle for a chance to win a 'Attendance Winner's Bag'. Each bag will contain a raffle ticket for monthly prizes, a non-uniform day on their birthday, one homework pass worth 85 points, a thank you card, pens, pencils, good news telegram to parents and other miscellaneous incentives).
- The school will create a small banner for the class who has stellar attendance each week. The class with the most banners at the end of the month will qualify for prizes which may be inclusive of, 'first in line to lunch and to recess', pizza parties, movie and popcorn Fridays, along with other incentives.
- Students who have perfect attendance for the month are able to attend a special ice cream party, two free homework nights, two non-uniform days (in addition to their birthday), and an attendance certificate.
- Students who have perfect attendance for the marking period will be able to attend a special luncheon award ceremony. They will be presented with an attendance

<p>certificate that adds 5 points on each subject's final average (except for students with 60 points, these students will accrue their earned certificates for when they score the minimum 65 points on each core subject).</p> <ul style="list-style-type: none"> <li>• Students who have aggregated attendance of 96% or higher on each marking period are presented a certificate for favourable attendance that is worth 3.0 points on the four core subjects.</li> <li>• Students with perfect attendance will have monthly meetings with school administration to articulate their success plan for high school, college and career.</li> <li>• The AIMAS will keep parents, teachers and students informed. Each month parents will receive a letter stating how many absences their child accrued for the month, in addition to their yearly total. The letter will contain information about appropriate absences as well as a table that shows parents how many days students would miss during their school life if their current average continued.</li> </ul>			

**Part 4 – Resources Needed**

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

The school allocated resources are exhausted and additional funding is needed to sustain continued School Wide improvement efforts. Additional resources would serve to hire an additional Assistant Principal who would be pivotal in supporting the School Leadership Team in their efforts to increase capacity, thus sustaining timely, formal and informal observations, professional development and coaching.

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

Grants refer 21<sup>st</sup> Century. This resource will expire on June 2016. Support from CFN 109; Support from Cluster I- Attendance Teacher.

**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.

The school continued effort to monitor these goals resides on weekly articulation of student attendance and students infractions to the student code of conduct. We monitor attendance weekly via ATS reports which include individual attendance via ATS RCUA report. This helps the attendance team provide early intervention to control the number of

five-ten day absences and subsequent 407s. As of December 1, 2014 our attendance average is 92% with more than 16% of students with 100% attendance and 70% of students have attendance above 92.5%; another 7% of students have attendance between 90 and 92.5%. In addition to a weekly review of attendance, teachers receive an RCUA report at the end of every month which clearly articulates the grading policy of the school. We review overall school wide attendance data trends and patterns at the end of every marking period. Improvement efforts will be triplicated during the winter months of January, February and March to continue sustained growth. Anticipated challenges include the record number of students subject to pre-existing asthma conditions that are generally exacerbated during the colder months. Our school would welcome the opportunity to engage in a flipped model for students who have IEPs and/or who have medical documentation indicating asthma conditions, so that these students can complete work in established programs that would allow the school to receive at least fractional 'attendance' credits.

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>Yes, 92.5%</b>	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

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

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

**Part 1b. Needs/Areas for Improvement:**

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

Our school wide foci are outlined by the New York City Department of Education Instructional Expectations three major components: Knowledge of Students, Instructional Focus, Collaborative Professional Planning, and Planning for Success.

**Knowledge of Students:** School leaders and the Professional Learning Committees are ensuring that systems and structures are in place so that each student is well known by at least one staff member. Programmatic decisions include weekly Grade Level assemblies occurring in tandem with teachers meeting as Mentor Groups to discuss and articulate student development. These discussions include how a student is progressing as an individual, as a learner, and as a member of the community in order to coordinate student support services and to advocate for that student.

**Instructional Focus:** School leaders systems and structures ensure via programming and circular six choices, that all teachers have multiple teaming opportunities to support planning, curriculum delivery, implementation and ongoing monitoring of the impact of professional development and teacher growth on students’ progress. This is to ensure that all students are engaged with New York State Curriculum that is fully aligned to the Common Core Learning Standards. The modules provide a full alignment with coherence across grades and subject areas, embeds key standards, addressing the ELA instructional shifts and Math shifts to support all of our students with emphasis on SWDs, ELLs and other sub-groups.

### Part 2 – Annual Goal

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

By June 2015, 90% or more of all teachers will demonstrate their commitment to the school culture of continued ‘Student Success, Nothing Else’ by having attended 90% or more of all professional development sessions conducted during the school year, including taking no less than 7 out of 10 selected online courses directed to increase teaching capacity, pedagogy, comprehensive knowledge of Danielson Framework, use of protocols for looking and evaluating student work, use of scaffolding and differentiated strategies to make content accessible to students and use of resulting learning data to drive instructional decisions.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• School leaders and UFT Teacher Center Specialist conduct need assessment surveys to be utilized in conjunction with Measures of Teacher Practice from prior school year and from ongoing formal and informal observations to determine professional development opportunities.</li> <li>• Administration and teacher peers use low inference and focused observations that are aligned to a research-based framework (e.g. Eight Components to Danielson Framework for Teaching or SCEP focus Professional Teaching Standards rubric or any other research-based framework); this feedback captures the strengths and challenges of teacher pedagogy and provides a clear picture of next steps. This results in instructional changes as noted in student data.</li> <li>• Common Core Teacher Teams use the shared learning targets (embedded within the module) to examine student work and make adjustments to grouping and apply “student needs” components within the unit to support our ELL’s, SWD’s and our struggling students</li> <li>• Teachers collaborate using the state rubric across grade-level and subject areas to keep consistent monitoring of each student’s progress, resulting in students’ knowledge of their next learning step in meeting their goals. There will be a focus on student self-monitoring their own progress as result of using State Rubric for ELA and Math students’ are held to high standards (CCSS)</li> <li>• Common Core Teachers Planning teams use the common formative assessments to outline the delivery of the instruction and to make informed decisions (data) to group students and make adjustments to pacing while utilizing the differentiation components embedded with the module units</li> </ul>	All students	September 2014 to June 2015	School Leadership Team School leaders UFT Teacher Center Data Specialist Mentor Groups Teachers

<p>of study. The use of MOSL measure of student learning assessment and PSA performance series assessment gives our CCTPT the consistent structure for norming and tracking student’s progress while using common “data” and/or assessments to look at student work. Our next step is to initiate providing students with <b>descriptive feedback</b> so that they can be empowered in their learning and provide actionable next steps.</p> <ul style="list-style-type: none"> <li>• Curriculum and academic tasks as well as student work products reflect a clear arc of learning that builds students’ conceptual understandings and skills over time. Formative Assessments are fully aligned to the CCLS using New York State Rubric to assess student’s learning and progress.</li> <li>• Questioning will continue being our focus this year and we will continue the use of reciprocal teaching within our science and social studies classes so students can have an opportunity to ask questions while participating in group discussions. ELA employed this strategy last year to support all of our learners, thus giving them an opportunity to access rigorous materials in their groups while leading to development of critical thinking and analysis of curricula materials.</li> <li>• Across grades and subject areas, teachers can articulate a data-based rationale for a set of prioritized key CCS chosen and focused on by the Performance Series Assessment (MOSL) School measure of student learning Assessment</li> <li>• The implementation of the state curriculum has clearly defined criteria for what it means to exit a grade level and attain enduring understandings and key skills that ensure success in college and career.</li> <li>• Curriculum, with coherence across grades and subject areas, embeds CCS beyond those articulated in that have been identified as areas of growth or areas to close gaps for all students, including ELLS, SWD and other sub-groups through the use of ongoing unit assessments, and going checking for understanding (using protocols for examples Fist to Five)</li> <li>• Rigorous habits and higher order thinking skills that require students to create their own meaning, integrate skills into processes, and use what they have learned to solve real world problems are emphasized in the curricula and academic tasks coherently across grades and subjects.</li> <li>• Teachers, across grades and subject areas, use student work and data to plan and refine curricula and academic tasks to cognitively engage all students, including lowest and highest achieving students. Teachers plan lessons using the RTI Framework to group students and differentiated the instruction so all students can access the curriculum.</li> <li>• Curricula and tasks, across grades and subjects, challenge and engage all students including SWDs and ELLs through</li> </ul>			
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<p>scaffolding and critical thinking. Student work demonstrates evidence of extended thinking and extended work over time. Curricula demands of close reading, text-dependent questions, CCS ongoing assessments challenge and engage all students with opportunity to differentiate (student's needs) to give students an opportunity to engage in grade-level task.</p> <ul style="list-style-type: none"> <li>• State Curriculum Expeditionary Learning provides students the opportunity to engage in independent reading. Students are engage in independent reading every day with a common Core standard focus (Power Goal) and this gives students an opportunity to work on the CCS at their grade-level (allowing students to build on their understanding of the CCS at their independent level). Students receive instruction at their grade-level, preparing students for college and career.</li> <li>• Curriculum and academic tasks are designed to engage students and advance them through the content while simultaneously assessing their understanding as evidenced by student work products that meet and exceed the standards. The use of the ELA State Rubric (2 and 4 point rubric) in all content-areas provide students with a clear expectation of how their work' is being measured.</li> </ul>			
<ul style="list-style-type: none"> <li>• Teachers (MOSL Committee) and administrators articulate coherent reasons for assessment choices that are aligned to key standards in the curriculum. These choices deliver a range of data, some daily: exit slips and closing of lessons, some monthly: unit assessments, midpoint unit assessment and PBT, and some quarterly to sustain collaborative inquiry and continuously improve instruction. School MOSL measure of student learning assessment, Performance Series Assessment gives inquiry teams an opportunity to discuss strengths and next steps as a school and individual students' progress (use of Student Success Learning Plan)</li> <li>• Performance Series Assessment employs the use of baseline data to gauge students' current independent level and well as the Action 100. Teachers' conference with students. Data from the periodic assessments is used to address specific skills with individual students. Skedula is engineered to generate data of formative assessments given in the classroom that is immediately shared with families, students and the school community. Using the Item analysis from the state to target specific skills by grade level to improve students' performance. <ul style="list-style-type: none"> <li>• Teachers collaborate on implanting common grade-wide, curriculum-aligned assessments, rubrics (use of ELA and Math State Rubrics) and grading policies that are customized to address data-defined student and subgroup needs. These tools are used by teachers and administrators to track progress towards goals across grades and subjects areas and make instructional</li> </ul> </li> </ul>			

<p>decisions.</p> <ul style="list-style-type: none"> <li>• A variety of feedback to students, from both teachers and peers, is accurate, specific and timely, advancing learning. Through one-to-one conference descriptive feedback is given students with actionable next steps.</li> <li>• Teachers in teams determine important topics to assess using common formative assessments. Teachers effectively “unpack” the standards for those topics to pinpoint concepts and skills students need to know and be able to do. The validity and reliability of school level assessments are ensured through the consistent, collaborative structures for norming.</li> <li>• Teacher teams agree to share the learning goals and sub-goals for their units, tasks and course prior to designing or using formative assessments to measure student mastery of these goals. Teacher Teams share their Student Learning Page (day-to-day planning sheet) with their team to address the instructional shifts and see the learning progression       <ul style="list-style-type: none"> <li>• Teachers accurately identify specific instructional responses to the data which might include re-teaching content, utilizing the needs of all students and differentiate the instruction to make the challenging tasks/units. Accessible to unit. Adjustments to lessons/tasks are effective and teachers can explicitly cite the impact of their instructional responses/adjustments</li> <li>• Teachers and teams effectively analyze the data to glean information about students’ progress and learning needs relative to the learning goals. Implementation of looking at student work protocol.</li> </ul> </li> <li>• Assessment criteria are clearly written, students are aware of and able to articulate it, and there is evidence that they have helped establish the assessment criteria according to teacher-specified learning objectives</li> <li>• All the learning outcomes have a method for assessment and assessment types match learning expectations and are authentic with real-world applications as appropriate. Plans indicate modified assessments for some students as needed and assessments provide for student choice. Students participate in designing assessments for their own work</li> <li>• Students are actively involved in collecting information from formative assessments and provide input. (c)</li> <li>• Teacher monitoring of student understanding during lessons is sophisticated and continuous: The teacher is constantly “taking the pulse” of the class and makes frequent use of strategies (e.g. cold call, stop and jot prompts, parking lot, double entry journals, exit slips etc.) to elicit information about individual student understanding and trends.</li> <li>• Students consistently self/peer-assess against the assessment criteria (rubrics) and monitor their understanding and progress either on their own initiative or as a result of tasks</li> </ul>			
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set by the teacher. Students are aware of their next learning steps.			

**Part 4 – Resources Needed**

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

Additional resources needed will include support from CNF 109; District 07 Teacher Effectiveness Coach.

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

Grants refer to 21<sup>st</sup> Century grant. However, school submitted RESO application to increase number of computers available to students.

**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.

The School Leadership Team decided to revise goals as part of our overall cycle of continuous improvement no later than January 31, 2015. Important dates include

- Marking period two ends on January 25, 2015.
- School wide mid-terms benchmark assessments to be concluded by January 21, 2015.

Last cycle of progress monitoring will take place by June 15, 2015 immediately after receiving met/did not meet data from the New York City Department of Education. This to immediately start making adjustments to curriculum and program for next school year.

**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).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	I
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.	I

**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.

The principal uses distributive leadership to achieve objectives and to further communication and trust among all constituent groups. This is reflected on the last school annual survey. As noted, the Lola Rodriguez de Tio community is now engaged and the School Leadership Team is consulted frequently. Students feel comfortable approaching school leaders with their needs and are known by name. Other supporting positions significant to this distributive leadership model include the following: the UFT Teacher Center specialist in charge of articulating all professional development to the Professional Learning Communities, Student Support (formerly dean of discipline), Crisis Intervention Social Worker, the Pupil Personnel Team, the grade team leaders, the crisis intervention team, the Attendance Team (A.I.M.A.S. Committee), the School Leadership Team Parents-Liaison, the guidance counselor, the IEP teacher and other support staff. Because school leaders regularly offer professional development off-site and professional development partnerships will be available on-site. The strategy used will be to turn-key information during daily and weekly meetings of the cabinet, instructional cabinet, and faculty meeting presentations. The school leaders send out regular emails and newsletters to the school community informing them of upcoming events affecting the school- both instructionally and celebratory. The school Principal meets weekly with the PTA president and the SLT Parent-Liaison. The school Principal participates in PTA monthly meetings to articulate news to parents.

### Part 2 – Annual Goal

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

By June 2015, school leaders will strategically use student data and feedback from formal and informal observations to create differentiated teacher improvement plans for the use of targeted professional development to increase teaching pedagogy across all content areas resulting on an increase of 10% on the number of teachers scoring effective above 2.75 on Measure of Teacher Practice.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Teachers meet weekly to discuss students' data during Mentor Groups and content meetings.</li> <li>• Each Grade Level Mentor Group has a teacher leader chosen by the cohort.</li> <li>• Each content meeting has a teacher leader chosen by the cohort to organize the agenda and keep minutes.</li> <li>• Teachers articulate CCLS implementation across subject areas during content meetings. With the anticipated use of Mind Play, Achieve 3000, and Think-Through-Math, articulation will include use of data at each student performance level to drive interventions on a cycle of inquiry and feedback.</li> <li>• Literacy coach articulates with each Mentor Group and Content Leaders to keep coherence and consistency when developing agendas, and/or need surveys.</li> <li>• Student Support (formerly dean) articulates with Parents Association to further meet their needs and to provide organizational support.</li> <li>• Student Support person, with assistance from teacher leader, School Assessment Team, Guidance counselor and Social Worker articulates curriculum for weekly assemblies. As a Professional Learning Community, we are beginning teacher walkthroughs for different purposes. First, to gather observational data about student-engaged learning in order to arrive at a school-wide profile about student learning practices that can serve as the basis for a professional learning study, reflection, and instructional improvement. Second, to adjust professional development needs. Third, to observe, support and share the implementation of new instructional curricular (State curriculum Common Core State Learning Standards). Our Professional Learning Community first Learning Walkthrough took place after</li> </ul>			

<p>participating in several professional developments on Domain 2: Classroom Environment. Staff should share their environment with their PLC and identify what is in their environment that impacts students' learning. Learning Walks have provided our PLC with a focus on what we are looking for in the content areas instructional time, shared learning target, shared applied formative assessment, conferencing, and shared agenda (flow of the day). Our Learning Walk report has provided constructive feedback to our teachers that they can make immediate modifications to impact student learning and constant discussion on how we are supporting our ELL's and SWD's.</p> <ul style="list-style-type: none"> <li>• Administration and teacher peers use low inference observations, learning walks and focused observations that are aligned to the research-based framework Danielson Framework for Teaching. This feedback captures the strengths and challenges of teacher's pedagogy and provides a clear picture of the next steps. This results in instructional changes as noted in student data.</li> <li>• Teachers are starting to set-up inter-visitations where they provide each other with effective feedback and next steps according to a research based common teaching framework with a focus on Professional Learning.</li> <li>• Administration and teacher peers' (PD Committee) differentiated teacher and personnel support are based on an analysis of student and teacher data/work products and result in growth by students and teachers . The PD committee works on a monthly Professional Development calendar that is put together in accordance with teachers responses from a survey, from the learning walks, and from individual personal goals.</li> <li>• Next steps in observation notes consistently align with school and teacher goals and have an articulated plan of action in place to improve teacher practice as outlined during teacher IPC.</li> <li>• Majority of teachers and school leaders can articulate how teachers' collaboratively developed goals clearly linked to school-wide goals and are framed by the school's selected research-based framework, play out in classrooms; they can cite student data showing that goals are moving academic outcomes forward</li> <li>• There is a demonstrated growth of teachers over time with ongoing reflection and interim goal-setting, along with evidence of improved student outcomes.</li> <li>• The principal is able to clearly articulate and substantiate a rationale for the frequency of teacher observations. This rationale is reflected in the observation plan/PD plan and includes an analysis of student and teacher data/work, as well as progress made on previous feedback.</li> <li>• There is a clear system and criteria, including an analysis of student and teacher data/work products, used for talent and resource management decisions. The school leaders can give specific examples of these decisions, along with the rationale for how they help meet school goals. (c)a</li> <li>• Trends in teacher feedback lead to a differentiated plan of support for new teachers/struggling teachers/mid-level</li> </ul>			
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<p>teachers/strong teachers that goes beyond required mentoring to develop pedagogical and content-area strength; evidence of teacher growth is noted in increased student outcomes. This plan can be articulated by school leaders and by teachers throughout the school, who can illustrate with specific examples and outcomes. By looking at student work in folders, portfolios, response journals and notebooks, establish a focus on students' work and results to provide teachers with descriptive feedback for the next steps to ensure there is adequate measurement of students' progress towards attainment of their goals. Monthly checks of student's work and meeting with a group of students to collect data on the progress being made in the classrooms and using this data to support teachers in their instruction.</p> <ul style="list-style-type: none"> <li>• Develop a transparent collaborative system that leads to coherent and sustainable learning towards the achievement of student interim goals through the use of school-wide ongoing-assessments shared among Inquiry groups on Datacation community.</li> <li>• Provide teachers with professional development on the use of EngageNY Expeditionary Learning Protocols to differentiate instruction for our ELL's and SWD's to increase students' engagement across all content areas.</li> <li>• Provide teachers with professional development on the Eight Components of the Danielson Framework, specifically the use of assessments and questioning to promote high expectations for all students.</li> <li>• Provide teaches with opportunities to visit other teacher's classrooms to provide descriptive feedback on the Danielson Framework, specifically the actionable steps a teacher can take and implement immediately after the visit.</li> <li>• Conduct walkthroughs to determine the trends reflective of the Eight Components of Danielson Framework and the effective application of the Principles of Learning.</li> <li>• Engage teachers using protocols to look at student work and provide descriptive feedback to students and actionable goals to improve student's performance. Teachers work together planning and using data to drive instruction in their inquiry groups. Teachers use a protocol to look at teacher work.</li> </ul>			

**Part 4 – Resources Needed**

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

Additional human resources will include support from CFN 109; support from District 07 Teacher Effectiveness Coach.

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

Grants refer to 21<sup>st</sup> Century. This grant expires at the end of June 2016.

**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:

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

The School Leadership Team decided to revise goals as part of our overall cycle of continuous improvement no later than January 31, 2015. Important dates include

- Marking period two ends on January 25, 2015.
- School wide mid-terms benchmark assessments to be concluded by January 21, 2015.

Last cycle of progress monitoring will take place by June 15, 2015 immediately after receiving met/did not meet data from the New York City Department of Education. This to immediately start making adjustments to curriculum and program for next school year.

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

<ul style="list-style-type: none"> <li>▪ Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>▪ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

## 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.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	I
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.	I

**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 July of 2013, the school has made serious gains in engaging parents in school activities. Although the new principal encountered the school without a School Leadership Team or a Parents Association, by October of 2013, over 90% of all parents with registered students have answered positively acknowledging there was a new school administration. The new school administration efforts in reaching out to families resulted in an increased school culture as demonstrated on the last school Environment Survey. Families and students are thoroughly informed of all school activities with enough time to respond. Families and students know the school has an open door policy to address all concerns of stake holders and provide them with reasonable access to staff. The school Parent Coordinator works in collaboration with the Student Support Liaison ensuring that parental needs are addressed in a timely fashion. The Student Support Liaison also serves as the School Leadership Team parent-point person. The School Leadership Team meets monthly and always has more than five parents in attendance. The school leader works closely with the Parent-Teacher Association and attends all monthly meetings. Parents attending the meeting appreciate having an opportunity to directly express to school leaders their ideas, concerns, and expectations. Working parents who cannot attend regularly scheduled parent-teacher conferences appreciate the effort made by administration to open the school on Saturdays to facilitate distribution of report cards. The school offered four open houses for incoming grade 6 students and 100% of the parents who attended have continued attending all scheduled Parent-Teacher conferences. The school allocated for a dedicated Family Resources Room (Room 127) to serve as a hub for parents’ activities organized by our school Parents Association and the Parents Support Committee (composed of voluntary teachers and school aides). The school Mentor Groups organize Family Engagement activities to ensure that parents are informed about their children’s academic performance and/or to share and/or to discuss positive intervention strategies. In addition, the school also uses Skedula/Pupil Path to keep

families abreast of student’s academic performance. Weekly and bi-weekly progress reports are made available to parents and students.

**Part 2 – Annual Goal**

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

By June 2015, school leaders, in conjunction with the School Leadership Team (SLT) and Parent Teacher Association (PTA), will increase parental engagement and positive responses in regard to the establishment of a culture of success as measured by an increase of 5% on corresponding indicators on Learning Environment Survey when compared to LES from 2013-2014.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>School currently uses Skedula/Pupil Path for parents to receive timely progress reports regarding their children’s academic performance. Mentor Groups organize weekly outreach and open houses for parents to discuss and /or share best strategies to support children. Parents are surveyed and workshops are offered on selected topics such as ESL classes, use of Technology (Computer, iPads) to access resources from selected sites including Skedula/Pupil Path. The school is working diligently with vendor ‘Connect with Kids’ articulating a school website that will integrate all resources available to parents and students. Resources will be available in English and Spanish. Resources will include on demand videos supporting parents and students with current event topics such as college and career readiness and making choices among some of the topics. Global Connect/Blackboard is used to send out messages about upcoming events. Saturday hours has been implemented for important events such as picking up report cards. Urban Advantage sponsored Family Trips (several times during the school year). Trips to Broadway shows for families and students who are meeting benchmark progress in academics and behaviors. Monthly Family Newsletter Monthly Family Calendar Family Center Room 127 Raffling door prizes to students whose parents attend PTA monthly meetings and Saturday ESL classes.</p>	<p>All parents</p>	<p>September 2014 to June 2015</p>	<p>School Leadership Team School leaders Student Support UFT Teacher Center Specialist Mentor Groups Parent-Teacher Association</p>

Distributing homework passes to students whose families attend Urban Advantage field trips			

**Part 4 – Resources Needed**

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

Support from CFN 109; Support from District 07-Teacher Effectiveness Coach

**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		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Grants refer to 21<sup>st</sup> Century grant. This grant expires at the end of June 2016. Additional opportunities through our CBO Partner Young Athletes that organizes trips for families and students throughout the school year, including summer.

**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.

The School Leadership Team decided to revise goals as part of our overall cycle of continuous improvement no later than January 31, 2015. Important dates include

- Marking period two ends on January 25, 2015.
- School wide mid-terms benchmark assessments to be concluded by January 21, 2015.

Last cycle of progress monitoring will take place by June 15, 2015 immediately after receiving met/did not meet data from the New York City Department of Education. This to immediately start making adjustments to curriculum and program for next school year.

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

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

**Section 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Bottom 1/3rd on both ELA /Math (double 1s)Bottom 1/3rd on ELA only Upper 1s and lower 2s	Strategies include the following: Use of Expeditionary Learning Protocols; Use of Universal Design for Learning to increase accessibility to content; Use of Mind Play and Achieve 3000 for selected students; Use of Amplify-Success Checks to monitor progress.	Method of delivery of service will occur during daily instruction and small group independent practice; Two periods assigned for intervention-one period from ELA instruction and another period from Humanities Mind Play/Achieve 3000 instruction; Specific period assigned for skills practice.	Service delivery will occur during school day and Extended Learning Time Mind Play/Achieve 3000 twice weekly
<b>Mathematics</b>	Bottom 1/3rd on both math and ELA (double 1s) Bottom 1/3rd on math only Upper 1s and lower 2s	Strategies include the following: Use of Reciprocal Teaching; scheduled period for Problem Solving using Tapes Diagrams, Guess and Check, and algebraic strategies; Use of intervention packets from Go Math; Use of intervention packets from Story of Ratio (Eureka Math); Use of Think-Through Math; Use of Amplify-Success Checks to monitor progress	Method of delivery of service will occur during daily instruction and small group independent practice; two periods assigned for intervention (one period from math instruction and another from science instruction); Problem Solving: Think –Through-Math (one specific period assigned).	Service delivery will occur during school day and during Extended Learning Time (Think-Through-Math) twice weekly
<b>Science</b>	All grades	Strategies include the following:	Method of delivery of service will occur	Service delivery will occur during school

		Use of Reciprocal Teaching. Use of leveled informational text readers to support building students background knowledge	during daily instruction and one weekly reading skill period.	day.
<b>Social Studies</b>	All grade 8	Strategies include the following: Use of Reciprocal Teaching. Use of leveled informational text readers to support building students background knowledge	Method of delivery of service will occur during daily instruction and one weekly reading skill period	Service delivery will occur during school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	RTI framework to organize interventions according to a tiered approach	Strategies are Use of Self-Regulation	Guidance counselor offers the program to students with IEPs. Crisis Intervention Social Worker offers the program to tiered students without IEPs	Service delivery will occur during school day. Pending additional resources the Self-Regulation Program will be offered to students attending both the Young Athletes and the Leadership Program

## Section 7: Expanded Learning Time (ELT) Program Description

*(Required for All Priority Schools)*

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

### **Part 1 – ELT Program Goal(s)**

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

By June 2015, more than 50% of all identified AIS students will have participated in the Extended Learning Time program and will have improved their academic performance as measured by a decrease of 15% or more in the number of these students who scored at the bottom third as measured by initial NYC DOE projections of met or did not meet state standards including Students with Disabilities and English Language Learners.

### **Part 2 – ELT Program Description**

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

All students, including Students with Disabilities and English Language Learners.

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

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

Our Extended Learning Time Program is part of the normal school day. We will utilize this time to add academic or enrichment activities, electives, tutoring, and career experiences. We would like built in extra teacher planning time to our extended schedule. Our Extended-Day Program will partner with non-profit organizations Young Athletes, Inc. and with the Leadership Program. Both Community Based Organizations have extensive record of delivery and of experiences working with New York City Schools. Anticipating teachers' participation in our ELT programs these CBOs will help supplement with extra group leaders (a.k.a. educators/counselors) and/or para-professional staff. The Extended Learning Time program academic component is delivered via students' participation using Mind Play for ELA, Achieve 3000 for ELLs, and Think-Through Math. The school is adding another 100 licenses for Mind Play and for Achieve 3000 to provide services to students originally not identified as bottom 1/3<sup>rd</sup> on the Performance Series Assessment.

Our Extended Learning Time program includes a 'Study Hall' component for students who need to make-up or recover missed assignments because of absences and/or lateness. This component is mandated for any student with aggregated attendance below 90%. Study Hall is articulated via our Student Support (formerly title dean of discipline). Our Student Support is a licensed pedagogue with extensive experience dealing with SWDs and ELLs.

Summer School programs are stand-alone programs aligned with the regular school year curricula. Our summer

programs part of our Extended Learning Time are articulated and run by CBO partners Summer Quest-OASIS and Young Athletes, Inc. Summer school programs are recommended for all students to help them avoid summer loss or required for targeted populations who need extra academic and social support

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

The SLT took the following steps to inform families and students about our ELT:

- All families and students received a status of academic progress based on last school year New York State Common Core Learning Standards.
- All families and students received copies of New York City Department of Education promotion policy.
- All families and students received copy of our school wide Grading Policy.
- All students received copies of results from Performance Series Assessments which outlines how each student compares to national percentile and outlines ranking comparable to actual grade.

In addition to the above, selected students performing at the bottom of 1/3<sup>rd</sup> percentile received invitation letter indicating their attendance average for last school year, their performance scores on both the ELA and Math; copy of last school year report card (except grade 6); and a copy of their ATS RESI report which outlines historical data on attendance and performance on State Exams. The intention is for families and students to have a clear understanding that receiving Extended Learning opportunities would help them increase performance capacity on this current school year CCLS.

**Part 3 – ELT Program Implementation and Oversight**

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

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

The Extended Learning Time is a combined partnership between the school and its main CBOs partners, OASIS, Young Athletes and The Leadership Program. Young Athletes is directly supervised by the CBO. The Leadership Program is supervised by the school in addition to the CBO. Extended Learning Time includes a summer component that runs from July to end of first week in August. Summer ELT has two CBOs, Summer Quest-OASIS and Young Athletes, Inc. Summer Quest-OASIS runs the school Summer Program for both mandated and enrichment summer school students.

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

The school supports Extended Learning Time by creating an academic component to each of the CBO partners’ programs. This academic component is delivered by a combination of certified teachers and CBO personnel. Teachers get compensated as per collective bargaining agreement. Paraprofessionals get compensated as per collective bargaining agreement. CBO personnel are screened and hired by CBO partner; compensation is articulated by CBO. 21<sup>st</sup> Century Grant via the Leadership Program articulate services in conjunction with school administration. Hence the school academic programs and some of the enrichment, sports, and clubs activities are directed by teachers, paraprofessionals and by CBO personnel.

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

Our Extended Learning Time program starts by September 30, 2014 and run through June 30, 2015. However, partnership with CBO Young Athletes extends to summer months. In addition, another CBO, Summer Quest-OASIS articulate mandated services to students slated for summer school.

**Part 4 – Budget and Resource Alignment**

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

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

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

Priority school allocation.

**Part 5 – Progress Monitoring**

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

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

Specify a timeframe for mid-point progress monitoring activities.

CBO partners keep track of statistics as per New York State regulations. The school leadership keeps record of students' attendance to ELT as to articulate the effect of academic intervention services programs to regular day teachers. The School Leadership Team decided to revise goals as part of our overall cycle of continuous improvement no later than January 31, 2015. Important dates include

- Marking period two ends on January 25, 2015.
- School wide mid-terms benchmark assessments to be concluded by January 21, 2015.

Last cycle of progress monitoring will take place by June 15, 2015 immediately after receiving met/did not meet data from the New York City Department of Education. This to immediately start making adjustments to curriculum and program for next school year.

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

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

## Section 8: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**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.

The School Leadership Team articulates and leads the school recruitment efforts. For vacancies, the SLT articulates a Hiring Committee which primary responsibility includes scanning of possible candidates via a rigorous interview process. The process include demonstration lessons followed by debrief sessions with hiring committee. Candidates are ranked by result of demonstration lesson using three tenets: lesson as planned, lesson as delivered, and lesson as learned by students and candidates get ranked on answers to a set of specific questions including the three questions from classic Leo Tolstoy's tale 'The Three Questions'. The latter to ascertain intrinsic humanistic qualities usually not easily identifiable via traditional questioning about teaching and learning. The hiring committee ranks the best three candidates and these candidates are then interviewed by school leaders who make final determination.

**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).

Building teacher knowledge of effective teaching practices is at the core of the leadership as administrations use the Danielson Framework for Teaching to provide teachers with feedback on competencies. In order to identify the varying needs of teachers, early in the year administrators conducted informal observations and held initial individual conferences with teachers, which led to daily meetings with the coach to plan targeted professional development and ensure that teacher meetings focus on the analysis of student work for assessment of practices and that teachers agree on next steps for self-improvement. The administration created a "look fors" protocol of effective practices, in order to build teacher capacity and understanding of what effective teaching looks and sound like, resulting in overall student academic improvement, as evidenced by meaningful student work products. The coach guides and assists teachers, including new teachers, in knowing their next steps for self-improvement, as evidenced by Common Core Planning meeting, mentoring meetings, professional development sessions and one-on-one meetings. Administration and coach provide all teachers with consistent and effective feedback, using Danielson Framework for Teaching, to ensure ongoing professional growth which results in positive teaching and learning outcomes. The professional development continues to build on from last year learning using the feedback from administration. Professional Learning Communities are formed using data to drive the focus for their learning. The administration has provided our professional learning community with a bank of strategies that teachers can use in for next steps with the purpose of increasing impact on student learning.

To use the following resources to guide our professional developments: 2014-15 Citywide Instructional Expectation, Eight Danielson Components for Teaching Framework, School Quality Review, School-Wide Data, and Principles of Learning Applied to Instruction.

**Professional Learning/ Professional Development  
School Plan  
2014-2015**

To use the following resources to guide our professional developments: 2014-15 Citywide Instructional Expectation, Eight Danielson Components for Teaching Framework, School Quality Review, School-Wide Data, and Principles of Learning Applied to Instruction.

**\*Summary of the 2014-15 Citywide Instructional Expectation**

5. Ensure knowledge of students and their work, and use this knowledge as the starting point for planning;
6. Integrate policy into established, clearly articulated instructional focus; and,
7. Develop a culture of collaborative professional learning that enables school and individual development

**\*Rubric Components: School leaders will rate teachers for evaluative purposes on eight components of the Framework:**

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1e Designing Coherent Instruction
- 2a Creating an Environment of Respect and Rapport
- 2d Managing Student Behavior
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 4e Growing and Developing Professionally

**\*Principles of Learning Applied to Instruction**

- Organize for Effort
- Clear Expectation
- Recognition of Accomplishment
- Academic Rigor in a Thinking Curriculum
- Fair and Credible Evaluation
- Accountable Talk
- Socializing Intelligence
- Self-Management of Learning

**School Quality Review Instructional Core:**

- 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards
- 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching.
- 2.2 Align assessments to curricula, use on-going assessments and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

**School Culture**

3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.

**Systems for Improvement**

4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

**Professional Learning Community  
Professional Learning Committee Members  
School Plan**

<b>Teacher Professional Learning Differentiation Plan</b>		
<b>Preparation Goals School Plan</b>		
<b>Teacher Group</b>	<b>Teachers will be able to...</b>	<b>Date/Professional Development Topic</b>
Teachers with a beginning to intermediate knowledge of the Danielson Framework for Teaching and Common Core Learning Standards (CCLS)	Understand how the Danielson Framework for Teaching can be used to support the observation and feedback cycle and understand how the instructional shifts	<b>September 3 &amp; 4, 2014 Time 8:00-2:20</b> <b>Introducing the staff to the new Literacy Curriculum Expeditionary Learning and providing the structure and content of the 6-8 ELA Modules</b> <b>Curriculum Expeditionary Learning and Go Math</b> <b>Learning Targets:</b> How can I collaborate effectively with my colleagues? How can I explain the structure and content of the 6-8 ELA Modules?

<p>Paraprofessional included for support in the classroom instructional expectations.</p>	<p>embedded within the CCLS inform effective teaching practice in literacy and mathematics</p>	<p>*1a Demonstrating Knowledge of Content and Pedagogy *1e Designing Coherent Instruction <b>Facilitators:</b> <b>Ms. Castro-U.F.T Teacher Center Teacher/Literacy Coach</b> <b>Ms. Susan-Literacy Solution Professional Developer</b> <b>Mr. Terry-Math Solution Professional Developer</b></p>
<p>Teachers with a beginning to intermediate knowledge of the Danielson Framework for Teaching and Common Core Learning Standards (CCLS) Paraprofessional included for support in the classroom instructional expectations.</p>	<p>Classroom Management/ School Culture As a school community we want to embrace the new school mission to prepare all students for College-Career Readiness</p>	<p><b>September 8, 2014 Time: 2:20-3:40</b>  <b>Classroom Management Setting Rituals and Routines/ School Culture/PBIS</b> Instructional Expectations (Knowing your Students) *School Quality Review (Inquiry Teams) *2a Creating an Environment of Respect and Rapport *2d Managing Student Behavior *4e Growing and Developing Professionally <b>Presenters: Ms. Castro-U.F.T Teacher Center Teacher--Mr. Busch, Ms. Medina and Mr. Olt -- (6<sup>th</sup> Grade Team)</b></p>
<p>Teachers with a beginning to intermediate knowledge of the looking at student's work and knowledge of CCLS</p>	<p>Organizing Data so that all staff members have access to student's data to drive instruction. Datacation (Skedula) will provide a school-wide grading system for parents and students, communication, and access to looking at student's work in our Mentor-Grade Meetings.</p>	<p><b>September 15, 2014 Time: 2:20-3:40</b>  <b>Organizing and Maintaining Successful Classroom Environments-</b> *Instructional Expectations (Student Engagement and Develop a Culture of Collaborative Professional Learning *SQR (School-Wide Tracking System—Datacation/Skedula/Pupilpath *2a Creating an Environment of Respect and Rapport *4e Growing and Developing Professionally <b>Facilitators: Ms. Castro—Data Specialist Paul Lebeon--CEO Datacation Specialist</b></p>
<p>Teachers with a beginning to intermediate knowledge of the Danielson Framework for Teaching and Common Core Learning Standards (CCLS) Paraprofessional included for support in the classroom instructional expectations.</p>	<p>Organizing Data so that all staff members have access to student's data to drive instruction. Datacation will provide a school-wide grading policy, communication, and access to looking at student's work in our Mentor-Grade Meetings. Using SEIS to plan instruction understanding Student's Individual Educational Plan.</p>	<p><b>September 22, 2014 Time: 2:20-3:40</b>  <b>Using Data to Drive Instruction</b> <b>*SEIS/ PPT Referral Request/ IEP</b> *Instructional Expectations: Knowledge of Student, Integrate policy into established, clearly articulated instructional focus and develop a culture of collaborative professional learning that enables school individual development *Developing Action Plans for students for example an IEP Snapshot *SQR (Planning with purpose leads to effective instruction) Grouping students *4e Growing and Developing Professionally  <b>Facilitators Ms. Marks—IEP Teacher</b> <b>Ms. Castro—Data Specialist</b></p>

<p>Teachers with a beginning to intermediate knowledge of the Danielson Framework for Teaching and Common Core Learning Standards (CCLS) Paraprofessional included for support in the classroom instructional expectations.</p>	<p>Using SEIS to plan instruction understanding Student's Individual Educational Plan.</p>	<p><b>September 29, 2014</b>      <b>Time: 2:20-3:40</b></p> <p><b>Purposeful Planning-</b> <b>SEIS: looking at IEP on the site</b> *Instructional Expectations (Knowledge of Students) *SEIS *SQR (Planning with purpose leads to effective instruction) *Datacation (Skedula) *1a Demonstrating Knowledge of Content and Pedagogy *2d Managing Student Behavior <b>*3b Using Questioning and Discussion Techniques</b> <b>*3c Engaging Students in Learning</b></p> <p>Facilitator: Ms. Marks IEP Teacher</p>
<p>Teachers with a beginning to intermediate knowledge of the Danielson Framework for Teaching and Common Core Learning Standards (CCLS)</p>	<p>Using the "Learning Walk" Protocol and the Look and Learn Worksheet</p> <p>"Engaging Teachers in Classroom Walkthroughs", by Donald S. Kachur, Judith A. Stout, and Claudia L. Edwards</p>	<p>Monday, October 6, 2014      <b>Time: 2:20-3:40</b></p> <p>The RTI Framework and the NYS ELA Curriculum Modules</p> <ul style="list-style-type: none"> <li>• <b>I can determine the types of decisions teachers should be making to match the modules to students in their classrooms.</b></li> <li>• <b>I can analyze typical scaffolds and accommodations for their alignment to a "continuum of interventions."</b></li> </ul> <p>Learning Walk our Professional Learning Community will do a walk through of the classrooms and record "Notice and Wonderings" I noticed and became excited about: and How does it impact student learning?</p> <p><b>Facilitators:</b> <b>Ms. Castro-U.F.T Teacher Center Teacher/Literacy Coach</b> <b>Ms. Susan-Literacy Solution Professional Developer</b></p>

<p>Teachers with a beginning to intermediate knowledge of the Danielson Framework for Teaching and Common Core Learning Standards (CCLS)</p>	<p>Understand how the Danielson Framework for Teaching can be used to support the observation and feedback cycle</p> <p>Tools and strategies to be utilize to empower teachers and students</p>	<p><b>Monday, October 20, 2014 Time 2:20-3:40</b></p> <p>Presentation of the Following Documents</p> <ul style="list-style-type: none"> <li>○ Instructional Strategies and skills: Bloom Taxonomy Depth of Knowledge, UDL Guidelines and checklist Hess Cognitive Rigor Matrix</li> <li>○ Common Core Learning Standards/UDL</li> <li>○ Teacher document “Identify specific areas in need of improvement” Identify how the improvement will be assessed</li> <li>○ Professional Development: Classroom Instruction That Works Research-Based Strategies for Increasing Student Achievement, 2<sup>nd</sup> Edition; Robert Marzano</li> <li>○ PD-Short Read Art and Science of Teaching/ Asking Questions- At Four Different Levels Robert J. Marzano</li> <li>○ Idea Bank of Action Steps for Supporting Teacher Growth Areas</li> </ul> <p><b>Facilitator: Mr. Fani, Principal</b></p>
<p>Teachers with a beginning to intermediate knowledge of the Danielson Framework for Teaching and professional development</p>	<p>Exploring the differences and similarities between the concepts of professional development and professional learning</p>	<p><b>Monday, October 27, 2014 Time: 2:20-3:40</b></p> <p><b>Defining Professional Learning</b></p> <ul style="list-style-type: none"> <li>● Reflect on Professional Learning Experiences</li> <li>● Planning for Professional Learning</li> <li>● Considerations for Professional Learning in Our School</li> </ul> <p><b>Facilitator: Ms. Castro-U.F.T Teacher Center Teacher/ Literacy Coach</b></p>
<p>Teachers with a beginning to intermediate knowledge of the Danielson Framework for Teaching and Common Core Learning Standards (CCLS)</p>	<p>Understand how the Danielson Framework for Teaching can be used to support the observation and feedback cycle and understand how the instructional shifts embedded within the CCLS inform effective teaching practice in literacy and mathematics</p>	<p><b>Monday, November 3, 2014 Time: 2:20-3:40</b></p> <p><b>Digging into the Text: Close Reading</b></p> <ul style="list-style-type: none"> <li>● Interpret the definition to deeply understand the purpose of close reading.</li> <li>● Distinguish the essential features of close reading to impact instructional practice.</li> <li>● Analyze strategies that support students’ comprehension of complex texts.</li> </ul> <p><b>Facilitators: Doreen Bevilacqua, U.F.T Teacher Center Coach and Phyllis Walker, U.F.T. Teacher Center Middle School Specialist</b></p>

<p>Teachers with a beginning to intermediate knowledge of the Danielson Framework for Teaching and Common Core Learning Standards (CCLS)</p> <p>New Teachers: Mr. Lazarus, Mr. Petkovich, Ms. Dacquisto, Mr. Busch, Ms. May and Ms. Sylvester</p> <p>Paraprofessional PD outside the school</p>	<p>Understand how the Danielson Framework for Teaching can be used to support the observation and feedback cycle</p> <p>And how it will impact student learning</p>	<p><b>Tuesday, November 4, 2014</b> <b>8:00-2:50</b></p> <p>Differentiating Professional Learning Professional Learning Community</p> <ul style="list-style-type: none"> <li>• Online Courses Presentation</li> <li>• Register for a Course and begin your learning</li> </ul> <p>1a Demonstrating Knowledge of Content and Pedagogy 1e Designing Coherent Instruction</p> <p><b>Facilitators: Ms. Castro-U.F.T Teacher Center Ms. Susan-Literacy Solution Professional Developer</b></p> <p>ELA TT and SS TT</p> <ul style="list-style-type: none"> <li>• Mindplay</li> </ul> <p>Facilitator: Representative of the Program New Staff Members:</p> <ul style="list-style-type: none"> <li>• Classroom Management</li> </ul> <p>2a Creating an Environment of Respect and Rapport 2d Managing Student Behavior</p> <p><b>Facilitators: Ms. Negron, Student Support Ms. Susan-Literacy Solution Professional Developer</b></p> <p>Math TT</p> <ul style="list-style-type: none"> <li>• Tape Diagram</li> <li>• Teacher Tool Kit on Smart board</li> </ul> <p><b>Facilitators: Ms. Medina- 6<sup>th</sup> Grade Math Teacher and Mr. Ree, 6-8 Math Teacher</b></p>
<p>Teachers with a beginning to intermediate knowledge of the Danielson Framework for Teaching and Common Core Learning Standards (CCLS)</p> <p>Paraprofessional included for support in the classroom instructional expectations.</p>	<p>Understand how the Danielson Framework for Teaching can be used to support the observation and feedback cycle</p>	<p><b>Monday, November 10, 2014</b> <b>Time: 2:30-3:45</b></p> <p>Final Report Card Grades on Skedula ELA TT: Mr. Sachs, Ms. Borst, Ms. Scheidel, Ms. Pena, Ms. Manswell, &amp; Ms. Jandelli, NLA: Ms. Romero-Torres Music: Castiner Digital Arts: Mr. Rivera</p> <p>2:30-3:00 Report Card Grades on Skedula 3:00-3:45 Online Courses</p> <p>Facilitator Mr. Olt-Grade 6 ELA Teacher Room 204</p> <p>Final Report Card Grades on Skedula Online Course Math TT: Mr. Ree, Ms. Genao, Ms. Carasco, Ms. Rodriguez, and Mr. Skeete, Studio Arts: Ms. DiLauro Physical Education: Mr. Brown</p> <p><b>Facilitator: Ms. Medina Grade 6 Math Teacher Room 201</b></p> <p>Final Report Card Grades on Skedula SS TT: Ms. Ahmed, Ms. Callender, Science TT: Mr. Busch, Ms. May, &amp; Ms. Sylvester Special Ed. ICT: Mr. Petkovich, Ms. Dacquisto &amp; Ms. Kornacki</p> <p><b>Facilitator Mr. Lazarus- Grade 7 Social Studies Teacher</b></p> <p>Paraprofessionals ARIS LEARN Room 251</p>

<p>Teachers with a beginning to intermediate knowledge of the Danielson Framework for Teaching and Common Core Learning Standards (CCLS)</p> <p>Differentiate Professional Learning</p> <p>New Teachers: Mr. Lazarus, Mr. Petkovich, Ms. Dacquisto, Ms. May and Ms. Sylvester</p>	<p>Analyzing School Data so that all staff members have access to data in order to address school's needs and impact student learning</p> <p>Understand how the Danielson Framework for Teaching can be used to support the observation and feedback cycle</p> <p>And how it will impact student learning</p>	<p><b>Monday, November 17, 2014 Time: 2:30-3:45</b></p> <p>LT: How can I use this data to impact student learning?</p> <p>I. Opening: RTI Framework</p> <p><b>Facilitators: Ms. Peterkin and Ms. Conwell Speech Therapists</b></p> <p>II. Work Time: Why and how are needs assessments used? Types of data for needs assessments:</p> <ul style="list-style-type: none"> <li>o Assessments Results (PSA)</li> <li>o Parent Surveys</li> <li>o Student Surveys/self-reporting</li> <li>o Analysis of School-Wide Classroom Data</li> <li>o Teacher Surveys</li> <li>o Middle School Quality Snapshot</li> </ul> <p>Needs Assessment Worksheet</p> <p>III. Closing:</p> <ul style="list-style-type: none"> <li>• Checking in on Learning (Learning Targets)</li> <li>• Group Collaboration Presentation (Chart evidence)</li> </ul> <p><b>Ms. Castro-Data Specialist</b></p> <p><b>Professional Learning Differentiation: Reciprocal Teaching Strategy</b> New Teachers: Mr. Lazarus, Mr. Petkovich, Ms. Dacquisto, Ms. May and Ms. Sylvester</p> <p><b>3b Using Questioning and Discussion Techniques</b> <b>*3c Engaging Students in Learning</b> <b>Facilitator: Ms. Marks IEP Teacher</b></p>	
<p>Teachers with a beginning to intermediate knowledge of the Danielson Framework for Teaching and Common Core Learning Standards (CCLS)</p>	<p>Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for teaching aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.</p>	<p><b>Tuesday, November 25, 2014 Time 2:30-3:40</b></p> <p><b>Professional Learning on how to use Skedula to drive instruction</b></p> <ul style="list-style-type: none"> <li>• Google doc-Utilizing Google Doc to grade student's work</li> <li>• Immediate feedback to students</li> </ul> <p><b>3c Engaging Students in Learning</b> 3d Using Assessment in Instruction <b>Facilitators: Data Team Members: Mr. Lazarus and Mr. Olt</b></p> <p><b>PBIS</b></p> <ul style="list-style-type: none"> <li>• How does PBIS impact student learning?</li> </ul> <p>2a Creating an Environment of Respect and Rapport 2d Managing Student Behavior <b>3c Engaging Students in Learning</b></p> <p><b>Facilitators: PBIS Team: Ms. Negron, Ms. Medina and Ms. Castro</b></p>	

<p>Paraprofessional included for support in the classroom instructional expectations.</p>		<p><b>Monday, December 1, 2014      Time: 2:20-3:40</b></p> <p><b>Surfacing Needs and Ideas for Differentiated Professional Learning</b>  <b>Purpose:</b> Through discussion and planning</p> <ul style="list-style-type: none"> <li>○ Expertise I want to share</li> <li>○ What I want to know more about</li> <li>○ What would help me meet my learning goals</li> </ul> <p><b>Provide all Content-Area Teachers</b></p> <ul style="list-style-type: none"> <li>• Differentiation Tools by content (Bank of Strategies)</li> </ul> <p><b>Facilitators: Professional Learning Committee: Ms. Medina-Grade 6 Math Teacher, Ms. Kornacki-ICT , Ms. Ahmed Grade 8 Social Studies Teacher, Special Ed Teacher, Ms. Marks-IEP Teacher, and Ms. Castro-U.F.T Teacher Center Teacher/Literacy Coach</b></p>	
<p>Teachers with a beginning to intermediate knowledge of the Danielson Framework for Teaching and Common Core Learning Standards (CCLS)</p>	<p>Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for teaching aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.</p>	<p><b>Monday, December 8, 2014      Time 2:20-3:40</b></p> <p><b>Understanding the Framework for Teaching (expectations of delivery of lessons) Gradual Release of Responsibility)</b></p> <p>1a Demonstrating Knowledge of Content and Pedagogy  1e Designing Coherent Instruction  SQR Indicator1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for teaching aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. Rating: Developing</p> <p><b>Facilitators: Professional Learning Committee: Ms. Medina-Grade 6 Math Teacher, Ms. Kornacki-ICT , Ms. Ahmed Grade 8 Social Studies Teacher, Special Ed Teacher, Ms. Marks-IEP Teacher, and Ms. Castro-U.F.T Teacher Center Teacher/Literacy Coach</b></p>	
<p>Teachers with a beginning to intermediate knowledge of the Danielson Framework for Teaching and Common Core Learning Standards (CCLS)</p>	<p>Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for teaching aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.</p>	<p><b>Monday, December 15, 2014      Time: 2:20-3:40</b></p> <p><b>Knowing your Content (Competency 1e: Designing Coherent Instruction)</b></p> <p>1a Demonstrating Knowledge of Content and Pedagogy  1e Designing Coherent Instruction  SQR Indicator1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for teaching aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. Rating: Developing</p> <p><b>Facilitators: Professional Learning Committee: Ms. Medina-Grade 6 Math Teacher, Ms. Kornacki-ICT Special Ed Teacher , Ms. Ahmed Grade 8 Social Studies Teacher, r, Ms. Marks-IEP Teacher, and Ms. Castro-U.F.T Teacher Center Teacher/Literacy Coach</b></p>	

		<p><b>Monday, December 22, 2014</b>      <b>Time: 2:30-3:45</b></p> <p><b>Giving Student Effective Feedback</b>  <b>Looking at Student Work</b>  <b>Looking at Teacher Work</b></p> <ul style="list-style-type: none"> <li>○ Using Protocol to LASW and LATW</li> <li>○ To continue using this practice in our Content-Area Teacher Team</li> <li>○ Begin our Inquiry Work identify the areas of needs and form Inquiry Groups using Data</li> </ul> <p><b>Facilitators: Professional Learning Committee: Ms. Medina-Grade 6 Math Teacher, Ms. Kornacki-ICT Special Ed Teacher, Ms. Ahmed Grade 8 Social Studies Teacher, Ms. Marks-IEP Teacher, and Ms. Castro-U.F.T Teacher Center Teacher/Literacy Coach</b></p>
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\*Teachers and paraprofessional were given a Professional Development Survey to complete, on what they need as a Professional Learning Community. 85% of the staff indicated that they needed more support on, “how to support our ELL learners”. The professional development Committee members will focus on providing Professional Development on how to support our ELL learners for the month of October and with an additional focus on how to use data to drive instruction.

\*Teacher Survey feedback teachers would like to engage in Professional Learning community. For the month of November and December we will begin our work in putting together PLC with the purpose of impacting student learning and to develop pedagogy.

**The foci for November:**

**From November 3 to 14-the focus will be Danielson’s components 1e and 2d.** Expect feedback for other components but only 1e and 2d will be entered into Project Advance.-EXTENDED\*

**From November 17 to 21-the focus will be Danielson’s components 2a and 2d.** Expect feedback for other components but only 1e and 2d will be entered into Project Advance.

**From November 24-26, the focus will be 2d and 3c.** Expect feedback for other components but only 1e and 2d will be entered into Project Advance.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Lola Rodriguez de Tio, JHS 162X**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **The Lola Rodriguez de Tio, JHS 162X**, will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

### **School-Parent Compact (SPC) Template**

**The Lola Rodriguez de Tio, JHS 162X**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

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

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

**III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>07</b>	Borough <b>Bronx</b>	School Number <b>162</b>
School Name <b>The Lola Rodriguez de Tio School/JHS 162</b>		

### 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 <b>Angel Fani</b>	Assistant Principal <b>Greg Papadopoulos</b>
Coach <b>Irene Castro</b>	Coach <b>type here</b>
ESL Teacher <b>Maria Sheidel</b>	Guidance Counselor <b>Lilian Torres</b>
Teacher/Subject Area <b>Rachel Borst/ESL</b>	Parent <b>Elizabeth Mojica</b>
Teacher/Subject Area <b>Piedad Romero Torres/NLA</b>	Parent Coordinator <b>Migdalia Gonzalez</b>
Related Service Provider <b>Sandra Marks/Bil SETSS</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Karen Ames</b>	Other <b>type here</b>

### 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.	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>4</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</b>	Number of certified NLA/foreign language teachers	<b>3</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>2</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>396</b>	Total number of ELLs	<b>85</b>	ELLs as share of total student population (%)	<b>21.46%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Discrete ESL class							19	10	15					44
Pull-out							9	19	22					28
<b>Total</b>	0	0	0	0	0	0	28	29	15	0	0	0	0	72

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	85	Newcomers (ELLs receiving service 0-3 years)	29	ELL Students with Disabilities	26
SIFE	17	ELLs receiving service 4-6 years	27	Long-Term (completed 6+ years)	29

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	29	16	2	27	1	10	29	0	13	85

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	
<b>Total</b>	<b>29</b>	<b>16</b>	<b>2</b>	<b>27</b>	<b>1</b>	<b>10</b>	<b>29</b>	<b>0</b>	<b>13</b>	<b>85</b>
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

\*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
<b>TOTAL</b>	<b>0</b>																			

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	
<b>TOTAL</b>	<b>0</b>										

**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							25	27	26					78
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian														0
French							2		1					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1		1				3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>	<b>28</b>	<b>28</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>85</b>

## 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)							7	10	6					23
Intermediate(I)							2	7	10					19
Advanced (A)							19	10	11					40
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>	<b>27</b>	<b>27</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>82</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>							1	0	1				

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I							2	1	4				
	A							6	12	14				
	P							13	6	0				
READING/ WRITING	B							3	2	3				
	I							6	2	7				
	A							13	13	8				
	P							0	1	1				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	17	4	0	0	21
7	17	1	0	0	18
8	16	2	0	0	18
NYSAA Bilingual (SWD)				6	6

**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	23	0	3	0	1	0	0	0	27
7	21	0	4	0	0	0	0	0	25
8	22	0	0	0	0	0	0	0	22
NYSAA Bilingual (SWD)	0	0	0	0	0	0	6	0	6

**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	0	0	0	0	0			0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
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)	0	0	0	0				
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 middle school, our school begins in grade six and as such incoming students including our ELLs are assessed using the ARC(American Reading Company) independent reading program. All students are leveled using their IRLS (Independent Reading Level Assessment) framework. This will become the student's independent reading level. Teachers of content area subjects can use this

data when planning for instruction and scaffolding the readings in the content areas. The ELL's are also assessed using the same tools, but in their native language. Since most of the students in the ESL class are beginners or intermediates, the class only receives English language instruction for periods when an additional teacher is in the classroom.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Review of individual student's NYSESLAT scores from one year to the next show that many of our students have made progress up to a point and become stagner in the intermediate or advance stage, thus not achieving proficiency. Review of individual results are used to determine why students seem to stall at specific points in their progress. Hopefully, the program format which begun this year and the replacement of the ESL teacher will continue to have a positive effect on student progress this year. The review of the data since last year has shown that the new team working with the students including the AIS teacher seems to show some improvement. Incoming students are tested using the LAB-R, and the data collected shows that many of our students coming from Africa speak and understand little or no English when they first arrive. They have been taught in French or one of their native languages. Spanish speakers, when they first arrive, often test very low on the Spanish LAB-R since many of them have not attended school consistently.
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](#))

We continue to increase the amount of instructional time which is provided for direct reading and writing instruction as a result of the results of the NYSESLAT of the students in our bilingual class. We have assigned additional personnel including an additional ELA teacher to the ESL class in the hope that this will address the needs of the students more completely. More time is being provided for remedial work targeted to the students instructional needs. ELL's who are in our monolingual classes have been identified and are receiving ESL as mandated. In addition during reading periods, they are supported in the classroom by a push in teacher as often as possible to support their increased literacy aquisition needs and help them increase their reading and writing skills in preparation for the NYSESLAT. The push in teacher is usually an ELA teacher.

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

Students in our ESL program are offered the exams in both English and Spanish (math and science) when available. The majority of the students take the exams in the English language booklet. The only place you see a number of students using the Spanish translation is in Math. Students appear to do equally in both languages in mathematics. When they do not have the Spanish support the scores are lower. This trend is also evident in the ELE exam which is taken by the bilingual class only. These students usually score in the second and third quartile. Recently the number of student's coming in with strong skills in their native language has declined. Along with their numbers, the scores have likewise declined. The periodic assessments are given in both ELA and Mathematics. The results are used by teachers in mathematics and ELA to design and produce individualized remediation which is used for small group instruction. All of the teachers and the administrative team monitor the use of the remediation materials and practice available on the web. Supervisory observations focus on individualized instruction and differentiated learning. Teachers are expected to form groups and create instructional activities using the baseline assessment results. Nonetheless, the periodic assessments have shown very little correlation to the results of the standarized exams given in the spring.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
n/a
6. How do you make sure that a child's second language development is considered in instructional decisions?  
We have been working for the past several years to determine how to best serve our ELL population while adhering to the mandated guidelines of the city and state. The lack of enrollment of ELL's who desire placement in our ESL class has caused the enrollment to drop to the point that we can no longer offer classes on each grade level. Our cross graded class is difficult to program and since enrollment per grade is low and we do not have any additional extra rooms to use due to downsizing ,we are unable to separate each grade during instruction in math, social studies and science which causes issues with the delivery of grade level material. Our ESL program is only as strong as our teachers and one of them is an inexperienced second teacher who is still struggling with classroom management and lesson planning. We continue to work to support our students and teacher to provide the best education for our ELL's. Our NYSESLAT scores do not show improvement past the intermediate level. Many studnets remain stagner in the intermediate and advance levels for reading and writing through five or more years of service. Additionally, our ELL's did meet their AYP in ELA. The placement of an AIS tescher as part of the delivery of instruction for many of our long term ELL's (six or more years) should help improve their performance.
7. For dual language programs, answer the following:

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

n/a

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of our program for ELLs is evaluated by several factors. Those factors include the ability to meet AYP in ELA and mathematics as well as decreasing the numbers of beginner through advance and increasing the number of proficient students.

## Part IV: ELL Identification Process

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

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

When a new student arrives at JHS 162, the child's record is assessed by reviewing the biographical data from the ATS system. If a student was previously enrolled in a NYC public school and is an ELL, the information including prior class placement and BESIS status is reviewed. The school then matches the placement based on the parent's choice. The child does not get tested using the LAB-R. However, if a student is new to the NYC public school system (code 58) an intake process occurs where the Home Language Survey is administered to the parent by a teacher. In addition, an informal oral interview is rendered by a licensed pedagogue where the home language is determined and assessed using the appropriate OTELE code. If the home language is a language other than English, then the student is tested using the LAB-R for identification purposes. The LAB-R is often administered during the first meeting or within the first 10 days of admission by one of the bilingual team teachers. Once the test is completed, it is scored at the school level and proficiency is determined using cut scores that were identified in the assessment memo specific for the school year. If the child passes the LAB-R, the child is programmed as a general education student. Also, if a child whose home language is Spanish (SP) fails the LAB-R, the Spanish LAB-R is administered to determine proficiency in the native language. The information gathered is entered into the ATS system using the code ELPC.

All schools are required to provide services to ELL students in accordance with the Language Allocation Policy Guidelines. Schools must provide Transitional Bilingual Education, Dual Language and English as a Second Language (ESL) services as per parental choice, and must provide all levels of ESL at a minimum. New York State Commissioner's Regulation -Part 154, as amended by the NYC ASPIRA Consent Decree, requires that schools form bilingual classes in grades K-8, when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12, when there are 20 or more ELLs of the same language in any single grade. Where appropriate and feasible, Office of Student Enrollment staff will make efforts to match students with schools that have bilingual programs should parents request such programs. If a family requests a bilingual program in a language the school does not offer, the student is admitted, programmed for ESL, and the Office of ELLs is contacted to alert them about the request.

Each year the bilingual team and the Principal reviews the progress of the students who have taken the NYSESLAT exam. The team then disaggregates data to reflect patterns and trends in achievements which also includes weaknesses or deficiencies. Using the data on hand, the team formulates individual goals addressing the strengths and weaknesses of each child. Additional scaffolding with instruction occurs which is coupled by ancillary instructional materials that addresses the needs of each student. Additionally, the school utilizes the NYSESLAT results in grouping the students based on proficiency level. Each year the students who are identified as ELL's using the RLAT report in ATS are administered the NYSESLAT exams over the course of several weeks. The speaking and listening parts are administered by the bilingual team teachers during small group or individual instruction. The reading and writing portions are administered during class periods to students grouped by grade in the library. Ms. Romero-Torres work to make sure all of the eligible students are tested on all four parts.

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.

During the identification process and within the 10 days upon registration, a Parent Orientation is conducted in which includes a video is shown that outlines the three program models that the City currently offers. It is shown using the native language of the parent/s and the three different programs are thoroughly described (Transitional Bilingual Education, Dual Language and Freestanding ESL). A follow up question and answer segment occurs with the facilitation of Migdalia Gonzalez (Parent Coordinator), Sandra Marks (Bilingual Teacher), or Irene Castro (teacher). Using a Parent Survey and Program Selection Form, the school asks the parent to rank the three programs accordingly, after which, the facilitator discloses the different program model that the school currently employs. If the school does not have the first program choice of the parent, the Parent Coordinator then reaches out to the Office of Student Enrollment for a possible transfer to a neighboring school or citywide placement that has the first program choice. In the interim, the child is programmed accordingly to the second and third choice if applicable. If a parent does not show for the orientation, a temporary placement is made and the parent is informed of their child's temporary placement. The school would identify a timeline in following through with the request for transfer for the parent by contacting the Office of Student Enrollment as needed. In summary, the school adheres to State and city mandates of informing parents of their child's eligibility in the LAB-R using the Entitlement Letter and/or Non-Entitlement Letter. In addition, the school is consistent in being transparent and maintaining communication with parents using the Continuation Letter as a means of articulating their child's progress in a summative assessment like the NYSESLAT.

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 [\[see tool kit\]](#).)

Appropriate letters to parents are strictly adhered to by the school. As such, Entitlement and Non-Entitlement letters, Continuation and Placement Letters are constantly utilized and distributed by the team at meetings (within the 10 day rule) during which parents are explained about the process and their rights. These meetings are facilitated by the Parent Coordinator and a licensed pedagogue. More specifically, the importance of acquiring the Program Selection Form and explaining the default program as per CR Part 154 is crucial for placement and programming purposes. If the letters were not timely returned by the parent, a phone call to home is employed with a follow-up letter to parents by Ms. Gonzalez (Parent Coordinator). Appropriate home visits are scheduled for parents who do not attend the meetings and an amicable parent session is rescheduled. Copies of the home language survey, the parental choice forms, and the parent entitlement letters are placed in the student's cumulative folder. The original documents are kept in a file in the main office maintained by the pupil accounting secretary and available for review and audit by the bilingual staff, testing coordinator, and administration.

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

Once a student is identified eligible as an English Language Learner, the parent is shown the three program models that the city employs. It is shown using the native language of the parent(s), and the three different programs are thoroughly described (Transitional Bilingual Education, Dual Language and Freestanding ESL). A follow up question and answer segment occurs in the parent's native language (if possible) with the facilitation of Migdalia Gonzalez (Parent Coordinator), Sandra Marks (Bilingual Teacher), or Irene Castro (bilingual teacher). The school reaches out to the Translation Unit at the DOE if the language the parent speaks is not spoken by any staff member at the school. Extensive discourse in the parent's native language and in times with the assistance of the Translation Unit is utilized with regard to articulating the linguistic needs of their child and the scientific research base implications of their placement. As a follow up, the school utilizes the appropriate letters of entitlement, non-entitlement, and/or eligibility purposes.

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

Each year the bilingual team and the administration team reviews the progress of the students who have taken the NYSESLAT exam. The team then disaggregates the data to reflect patterns and trends in achievements which also includes weaknesses or deficiencies. Using the data on hand, the team formulates individual goals addressing the strengths and weaknesses of each child. Additional scaffolding with instruction then occurs which is coupled by ancillary instructional materials that addresses the needs of each student. In addition, the school utilizes the NYSESLAT results in grouping the students based on proficiency level.

Each year, the students who are identified as ELL's using the RLAT report from ATS, are administered the NYSESLAT exams over the course of several weeks. The speaking and listening parts are administered by the bilingual team teachers during small group or individual instruction. The reading and writing portions are administered during class periods. Ms. Romero-Torres work together to make sure all of the eligible students are tested on all four parts.

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. ①

After reviewing the Parent Surveys and Parent Selection Forms for the past few years, many parents have opted their children out of the Transitional Bilingual Education program, even when we at the school felt that the student needed the additional support of the transitional program. This was due in fact to New York State raising the bar of expectations for English Language Learners and changing the testing policy/rules from three years of not being tested in English to just one year. We have seen a reduction in the number of parents who wish their child to remain in a bilingual program. Parents tell us this is because the students are tested in English after only one year in an English language School System. In summary, there is a trend of attrition in the enrollment under the ESL Program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

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

We have one ESL class which is for bilingual students who speak Spanish. This class contains a total of 28 students in two grades, 7 and 8. During the instructional periods, classes are reconfigured into grade level groups for specific subjects, i.e. math, science and social studies. Two teachers are provided for the class when ever it is possible due to budget constraints.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

During the ESL and ELA periods the classes are broken down by their proficiency levels as per their NYSESLAT scores and the number of years they have been served. The ELL's who have been served for more than 6 years or who have placed in the advanced section in their overall NYSESLAT scores are part of a group which works with the English Language Arts teacher. The beginners and intermediate students work with the ESL teacher to allow them to have the required number of periods/minutes per week.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and

methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Mathematics is taught in Spanish by a bilingual mathematics teacher. Social Studies and Science are taught in English and the teachers also have the ability to provide assistance in Spanish, since they have dual certification as bilingual teachers. Materials of instruction are available in both English and Spanish in all three core subjects.

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

We have local and state assessments administered in the child's native language if assessment is not gauging level of English proficiency.

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

Many of our Spanish speaking newcomers are given additional help during Sustained Silent Reading and during in class instruction. All of the teachers on the bilingual team provide a warm and nurturing environment for the student to transition to reading and writing in English. Students who have been receiving services for more than four years often are part of our large ELL/ Special Education subgroup and often receive many services mandated by their IEP. We offer bilingual guidance and SETSS in our school. Many of the long term ELLs are part of our special education population which is exempt for all other testing (NYSAA). They receive instruction in English since we do not have a bilingual special education class, but because they are unable to pass the NYSESLAT exam and are often repeatedly listed as beginners, they appear to make little or no progress.

In addition to providing the required mandates to all limited English proficient learners in ESL with an additional ELA teacher in the classroom, JHS 162 is committed in providing supplementary support for all ELLs in ELA by employing a "push-in" model. Ancillary instructional programs such as Wilson is utilized based on the student's needs. Many of our ELLs take advantage of our after school programs offered.

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).

SIFE students are provided with additional assistance from the ESL teacher. In addition many of our Spanish speaking newcomers are given additional help during Sustained Silent Reading (SSR) when our bilingual SETSS teacher push in as part of an "at risk" group. All of the teachers on the bilingual team provide a warm and nurturing environment for the student to transition to reading and writing in English. Students who have been receiving services for more than four years often are part of our large ELL/ Special Education subgroup and often receive many services mandated by their IEP. We offer bilingual guidance and SETSS in our school. Many of the long term ELLs are part of our special education population which is exempt for all other testing (NYSAA). They receive instruction in English since we do not have a bilingual special education class, but because they are unable to pass the NYSESLAT exam and are often repeatedly listed as beginners, they appear to make little or no progress.

In addition to providing the required mandates to all limited English proficient learners in NLA and in ESL, JHS 162 is committed in providing supplementary support for all ELLs in ELA by employing a "push-in" model with ELA teachers. Ancillary instructional programs such as Wilson is utilized when needed. Math interventions include pullout groups in the general education classes using English as the language of instruction while Spanish is the language of instruction in the ESL mathematics classes which address the needs of the level 1 low performing students. In addition many of our ELLs take advantage of the after school programs which are offered.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

In order to help our ELL's -SWD students achieve at grade level they are provided with materials which scaffolding of instruction in all core curriculum areas including Mathematics, Science and Social Studies. We have purchased materials that covers the grade level areas but offers differentiated reading levels so that our weaker readers can maintain their curriculum instruction and be able to read appropriate leveled materials. Our independent reading program, 100 Book Challenge, allows all students to work at their independent reading level during the school day and our thematic reading units in Science and Social Studies provide parallel instructional materials in four distinct reading levels on specific topics.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals

and attain English proficiency within the least restrictive environment?

Our ELL's-SWD are part of our self-contained SWD classes and as such are mainstreamed for non academic subjects. We have no bilingual TBE SWD classes, so all ELL-SWD students are provided with ESL services as per their IEP.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

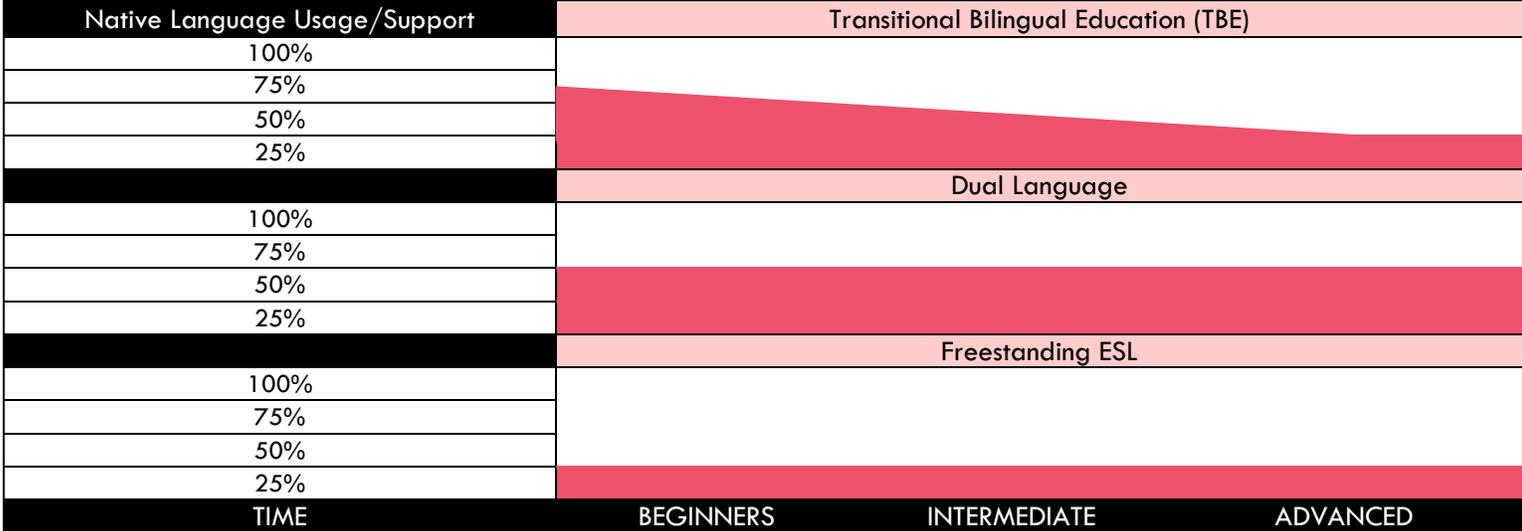
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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.
- In addition to providing the required mandates to all limited English proficient learners in ESL, JHS 162 is committed in providing supplementary support for all ELLs in ELA by employing a "push-in" model with additional ELA teachers. Ancillary instructional programs such as Wilson is utilized as well. Math interventions include pullout groups in the general education classes using English as the language of instruction while Spanish is the language of instruction in the ESL mathematics classes which address the needs of the low performing students. In addition, many of our ELLs take advantage of the after school programs which are offered.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Since 21.46% of our school population is comprised of English Language Learners, it has become part of our school's mission to address not only this subgroup but the entirety of the school which is comprised of former ELLs and speakers of other languages. As such, one of our main school initiative is to improve and develop literacy instruction specifically in writing across the different content areas. All teachers, not just those working in the bilingual classes, are active participants in a sustained professional development in scaffolding instruction and its implications to teaching and learning in all classrooms. As a result, students who have achieved proficiency on the NYSESLAT are provided ongoing support in their mainstream classrooms as part of their transition. Also, extended student accommodations such as extra time to complete assignments and tests; use of glossaries in native language support is consistent and coherent in classrooms.
11. What new programs or improvements will be considered for the upcoming school year?
- We support professional development for all ELA, Social Studies and Science teachers using the National Geographic Thematic Learning Units in science and social studies as part of our reading instructional program and the American Reading Company 100 Book Challenge as our independent reading program. Professional development from ARC includes onsite, in-classroom coaching for all ELA teachers.
12. What programs/services for ELLs will be discontinued and why?
- In previous years, we have always had a large ELLs population to sustain a class on each grade level with a register of at least 18-25 students. This year with the reduction in our overall school register, we have enough students to form one ESL class with grades 7 and 8.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal opportunity to participate in any and all afterschool activities, including clubs, sports teams, remediation, and enrichment programs. The Title III afterschool program targets the needs of the ELLs specifically but they are not limited to attending it. Our Title III program is a freestanding afterschool program which meets three days a week and is staffed by a certified teacher who concentrates on language acquisition skills while developing the reading and writing skills of our ELL's. In addition, the CBO housed at JHS 162 have made a strong commitment to work with our ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We have purchased instructional materials and libraries to support our ELLs, including the Core Curriculum in Mathematics, Social Studies and Science in all grades in Spanish. The "Milestones" reading program is in use in our ESL classrooms for English language instruction. For support of our ELLs in science, we have purchased the "Gateway" program which supports the development of scientific vocabulary and language in our bilingual science classrooms. Students are trained to use translation dictionaries during the school year so they can be use to using it during testing. Nonfiction reading materials in both English and Spanish are part of the libraries for our ELL students. We have purchased French dictionaries and student workbooks for our newly arrived French students who are in all three grades.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native Language Arts instruction is delivered by a certified Bilingual Spanish teacher to the class in our ESL program, in accordance to the mandated program units and timing. Additionally, the ESL class have bilingual dictionaries and a leveled library in English and Spanish as part of the 100 Book Challenge independent reading program.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All materials and curriculum used with the ELL's are the same or translated materials of the curriculum used by the other classes. ELL students have the opportunity to take the same classes as all of the other students with programming for ESL and subject areas permitting. They are programmed for Art, music and computer technology as often as there specialized program permits.
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.

With regard to the needs of newcomers to the school who may be linguistically challenged, we utilize the services of language translators during scheduled School Orientation for new students to address both written and oral needs of ELL students. In addition, we offer an ongoing school tour for newly enrolled ELLs prior to the in-coming school year which also facilitates the introduction of school rules and regulations as well as various school extra curricular activities using translation services in Spanish as well as other languages.

18. What language electives are offered to ELLs?

Spanish is the only language offered to ELLs in our school.

19. For schools with dual language programs:

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

Paste response to questions here:

### C. Professional Development and Support for School Staff

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

1 & 2. All of the teachers at JHS162 work with a population which includes ELLs. All teachers are provided with professional development to support the teaching of ELL's. This year we will provide professional development in the ARC program: 100 Book Challenge for all independent reading and Daneilson framework to support ELLs with the aid of our UFT Center Teacher. A teacher study group will be established using the RTi model and exploring the book, "RTi success, Proven Tool and strategies for schools and classrooms". Identified RTi statgies will be used in all classrooms including those of the ELL's. Weekly planning meetings and staff development are provided in the main content areas during the content area meetings. These meetings are facilitated by our on site UFT Teacher Center Teacher, Teacher Leaders, and administration.

3. We have three staff members who work with our students to transition them into the middle school experience and onto the high school experience. One of those guidance personnel are bilingual. In addition, one day per week we have SSR which allows all students including ELL's to work on transitioning activities. Our grade eight guidance counselor works with the parent coordinator to hold high school meetings for every grade 8 class prior to the submission of the high school applications in December. These meetings are held in the library during the day, and parents are invited to attend. We also hold an evening meeting which is facilitated by staff from the Office of Student Enrollment to teach parents about the high school choice process.

4. The mathemtics and ELA training described above satisfies the requirements of Jose P since all of the programs listed have a specific teaching program methodology for the teaching of ELLs. Agendas and sign in sheets are kept for all of the grade specific content area training meetings and staff development provided.

## 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. The majority of our office staff is bilingual, most of whom speak Spanish. They provide a welcoming atmosphere for our bilingual parents. Our PTA Executive Board consists of several Spanish speakers and translation at all meetings is provided by the PTA or school staff. All outreach to the community including flyers and meeting notices are provided in English and Spanish. Parental workshops are planned for: Navigating the High School Admission Process and Understanding the Common Core.
  2. The parent coordinator and the PTA president work with outside agencies to provide services to all of our students including our ELLs. The Principal and parent coordinator have made outreach with the Mott Haven Community Council to provide services to parents in the school including those of the ELLs. We have worked with the SOBRO program to provide parent workshops and provide resources for our parents and students.
  3. In the beginning of the school year at the orientation for new students and at the ELL parent meeting, a survey is distributed by the parent coordinator and collected to determine the needs of our parents. The survey includes questions about needed services and workshops they would be interested in attending as well as contact information for them.
  4. Parental activities are designed to include parent's needs and their expressed preferences. Student performances and special events including holiday feasts and class celebrations are well attended. Unfortunately parent involvement including attendance at PTA meetings and other adult events is a continuing problem for the school.

## E. Additional Information

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

Paste response to question here:

## **Part VI: LAP Assurances**

**School Name: The Lola Rodriguez School**

**School DBN: 07X162**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Angel Fani	Principal		1/1/13
Sarada Murchison	Assistant Principal		1/1/01
Migdalia Gonzalez	Parent Coordinator		1/1/01
Piedad Romero-Torres	ESL Teacher		1/1/01
Elizabeth Mojica	Parent		1/1/01
Jacqueline Negron	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Irene Castro	Coach		1/1/01
	Coach		1/1/01
Kenneth Morrell	Guidance Counselor		1/1/01
Karen Ames	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: **07X162** School Name: **The Lola Rodriguez de Tio School**

Cluster: **04** Network: **406**

**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**

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

The population of I.S. 162 is primarily Spanish speaking. Over 72% of our students are identified on the ethnic survey as Hispanic. Many of the parents primary language is Spanish, as identified by the Home Language survey. Parents who come into the office often need to be provided with on site translation services. Our office staff including two secretaries and parent coordinator are all native Spanish speakers.

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.

All written documents which are sent home to parents need to be provided in both English and Spanish. Our office staff and several of our teachers all work to provide written translation of needed documents. Our parent coordinator works to present our news and ideas to the Spanish speaking community.

## Part B: Strategies and Activities

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

All written documents used in the office and sent home need to be translated into Spanish, to allow parents to fully understand them. Teachers and guidance personnel who have volunteered will be provided per session pay to translate these documents. Parents who visit the office will be provided immediate assistance from Spanish speaking personnel who are employed in the school. During after school hours, when the SES providers are in the building, a bilingual school aide will be paid extra hours to provide translation.

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

The Parent Coordinator provides translation services during the parent meetings. Our Parent Coordinator and family worker along with guidance personnel will provide translation services in the school during the school day.

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>.

A notice is posted in the lobby of the building, and the general office providing parents with information regarding the DOE translation policy.

## **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: The Lola Rodriguez de Tio 162	DBN: 07X162
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 91	
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: 2  
# of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here: Of the 379 students that comprised JHS 162 - Lola Rodriguez De Tio in District 7, 24.01% (approximately 91 students) are designated as English Language Learners (ELLs). The remaining 75.99% (approximately 288 students) are native English speakers or former ELLs. As such, it has become part of our school's mission to address not only this subgroup, but the entirety of our school. Our English Language Learners actively participate in the BESARS Saturday Academy under Title III. In this program, students are serviced in small groups with targeted instruction in skills and strategies in which students require extra support based on data analysis. The program will be offered to all ELLs in grades 6-8. There will be a total of 4 groups of 20-25 students in each grade 6-8. Certified ESL/BL & content area teachers will co-plan and co-teach. The program will be from November to May for 20 weeks, it will be for three hours each session. The focus of the program is ELA, Math and NYSESLAT test prep. Students will work in small groups in order to be able to focus on their individual needs based on ELL data. Title III will purchase materials to support this program such as:

- NYSESLAT Practice materials
- Math Supplementary materials
- Leveled Libraries
- Multicultural Libraries
- Content Area Libraries
- Bilingual Translation Dictionaries
- Computer Aided Software

Supplies – notebooks, chart tablets, paper, folders, etc.

A supervisor will be paid with Title III funds to ensure quality instruction, professional development activities, and a safe environment for the students, parents and staff.

### 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: Specialized training for the teachers of ELLs will be provided by our Literacy Solutions, Inc. consultant for the after school teachers (funded by a different source, untied to Title III). Consultant will model for teachers how to scaffold texts, with additional support for ELL students. This workshop will be held in September 2014, entitled "Scaffolding the Text." In November 2014, there will be another workshop entitled "Response to Intervention: Supporting our ELLs." At this workshop, the consultant will provide strategies and the most effective interventions for our ELLs. Title III after school teachers will be required to attend each workshop session. Each session will be two hours in length. In addition, all teachers are further supported by monthly ELL professional development sessions conducted by ELL support at CFN 109 during their study group and/or Monday PD time. Topics to be covered are: Student Goal Setting, Text Complexity, Instructional Expectations for ELLs, Response to Intervention for ELLs.

September: Scaffolding Text

October: Student Goal Setting

November: Response to Intervention

December: Text Complexity

January: Instructional Expectations for ELLs

February: Writing Strategies for ELLs

March: Using Data to Drive Instruction

April: Using the PSA to Enhance the ELL Experience

May: ESL Methodology

June: Planning Ahead

These professional development opportunities will have a lasting opportunity on teachers as it will provide them with an array of strategies to use when planning and supporting ELLs.

### 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: Parent workshops are planned to inform the parents of ELLs about the new Common Core Learning Standards in ELA, Math, Science, and Social Studies, and the changes in the New York State testing program. These important changes will impact ELLs as they will require increased proficiency in ELA for all students including a greater emphasis on the development of correct writing mechanics. There will be ten 2 hour workshop sessions (to be determined by early October 2014). Through our partnership with Community Based Organization (CBO) 21st Century, there will be weekly

**Part D: Parental Engagement Activities**

ESL classes scheduled through the end of May 2015. This will be in addition to the two weekly workshops about topics directly affecting the social, emotional and academic well-being, both at school and at home. Resources will be allocated by the CBO. Our Assistant Principal, Ms. Murchison, in collaboration with 21st Century, and the Parent Coordinator, will conduct these workshops. Her duties will include: monitoring the ELA and Special Education Services, supporting teachers during instructional time, observing teachers and providing timely feedback, and leading professional development for staff. The Parent Coordinator will serve as translator for Spanish speaking ELL parents (funded by a different source, untied to Title III).

- November: ESL workshops each Saturday  
Workshop: Common Core Learning Standards
- December: ESL workshops each Saturday  
Workshop: NYS Assessment Changes
- January: ESL workshops each Saturday  
Workshop: Effective Partnerships with Your Child's School
- February: ESL workshops each Saturday  
Workshop: Time Track
- March: ESL workshops each Saturday  
Workshop: Supporting Your Child for Assessments
- April: ESL workshops each Saturday  
Workshop: Common Cents: Managing Your Finances
- May: ESL workshops each Saturday  
Workshop: Tech Tools for Success
- June: ESL workshops each Saturday  
Workshop: Footloose/Let's Dance

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional</li> </ul>	_____	_____

**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.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____