



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

09x219

School Name:

NEW VENTURE ACADEMY/MIDDLE SCHOOL 219

Principal:

DOMINIC A. CIPOLLONE

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: New Venture Academy School Number (DBN): 09x219
School Level: Middle School Grades Served: 6-8
School Address: 3630 Third Avenue
Phone Number: 718-681-7094 Fax: 718-681-7324
School Contact Person: Dominic A. Cipollone Email Address: Dcipoll2@schools.nyc.gov
Principal: Dominic A. Cipollone
UFT Chapter Leader: Joann Sims
Parents' Association President: Jessica Rivera
SLT Chairperson: Sandra Doster
Student Representative(s): _____

District Information

District: 9 Superintendent: Leticia Rosario
Superintendent's Office Address: District 9 Office, 450 St. Paul's Place, Bronx, NY 10456
Superintendent's Email Address: LRosario2@schools.nyc.gov
Phone Number: 718-579-7143 Fax: 718-410-7017

Cluster and Network Information

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

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dominic A. Cipollone	*Principal or Designee	
Joann Sims	*UFT Chapter Leader or Designee	
Jessica Rivera	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Awilda Fernandez	Member/Parent	
Rosalinda Alvira	Member/Parent	
Kendra Allen	Member/ Parent	
Gertrudis Marizan	Member/ Parent	
Sandra Doster	Member/ Teacher	
Yocasty Diaz	Member/Teacher	
Celeste Smith	Member/Teacher	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

At the New Venture Academy our mission is to create, promote and sustain a school community that fosters a culture of mutual support, respect and collective responsibility for the intellectual, social-emotional, and physical well-being of the middle level learner. At the New Venture Academy we believe all students deserve a comprehensive education where their needs are met. Through the application of a common core aligned curriculum, students will develop critical thinking skills that deepen their knowledge and prepare them for the workplace of the 21st Century. At the New Venture Academy we believe all of our students will continue on the pathway leading them to further develop themselves into ethical, productive, and tolerant citizens who will make positive contributions in a global society.

The students of the New Venture Academy community are faced with challenges that far surpass what any middle school aged child should have to endure as part of process of navigating through the often tumultuous years of middle school. Children are expected to meet the demands of the Common Core Learning Standards while faced with community challenges that can often impede the learning process. The conditions for learning are not often at a level where our students can thrive and succeed unimpeded by events and circumstances that impact academic, social-emotional and physical well-being.

We have realized that there is strength when there is a partnership of individuals and groups who have a common vision, a shared set of values, and a unifying force. It has become abundantly clear to our organization that we need the community stakeholders to see how we can work together to bring the support structures so urgently needed by our students and families. The barriers to success are far too high for many of our students who live in Morrisania. We need to make sure that our students and families have the access to the resources to keep them healthy, socially and emotionally sound, united, and most importantly, well-educated and prosperous.

The obstacles our students face are numerous - both in and out of the classroom – on their path to achieving academic success. In addition to the need for targeted supports aimed to reduce chronic absenteeism and improve educational outcomes, many students have unmet needs in critical service areas including health care and mental health. Understanding that students learn best when their physical, mental, emotional and other needs are met, New Venture Academy is deeply committed to the community school strategy as our model for increasing school connectedness, improving student attendance, increasing credit attainment and reducing chronic absenteeism. Through a partnership that connects our school staff, our students, their parents and community organizations, we will work together to create a supportive learning environment for the whole school. Specifically, we have partnered with The Children's Aid Society (CAS). For over two decades, CAS has partnered with the NYC Department of Education to operate community school programs located in many high-needs NYC neighborhoods. CAS integrates a variety of student and family supports we feel will align with our school's core instructional program. Based on the simple premise that education does not occur in isolation from the rest of a child's life, CAS community schools bridge the traditional gap between education and social services by combining enriching academic programs with a full range of child and family services, all offered within the school building.

New Venture Academy has been on the forefront of the work addressing chronic absenteeism as we were one of the original 25 schools selected through the Mayor's Taskforce addressing this problem. This past year we were a model school in this area providing support to other schools through a town hall meeting we hosted for over twenty city schools who were able to hear about our best practices first by understanding how chronic absenteeism has a cumulative and cyclical effect which hinders a student's short- and long-term educational success and then by seeing and hearing about the strategies we have used to help students and families change behaviors in order to

improve attendance outcomes.

Over the current school year we will continue to provide support to our chronically absent students through the use of success mentors. These success mentors focus on our identified students who are chronically absent. At New Venture Academy this is a major concern where 113 students were chronically absent this past year, missing more than 20 days of school. This represents 30% of our students. We also had 28 students who were absent between 30 and 40 days. We had another 46 students who had more than 40 days absent. These are students who are severely chronically absent, missing 30-40 days of school. It is this population of chronically and severely chronically absent students that CAS and New Venture Academy propose to target through a Success Mentor program, modeled after the NYC DOE's Success Mentor Corps. The demonstrated impact of the Success Mentor Corps approach will offer our students who are struggling with truancy the targeted support they need to get back on the path to school success.

In addition to our chronically absent students, we serve students in other groups who may share similar or more acute challenges. Over 70 of our students or over 20% are considered students in temporary housing (STH). These young people and their families live in situations that sometimes impede their ability to be more successful academically, socially-emotionally, and physically due to barriers presented by living conditions that are temporary in nature and far too often lacking sufficient resources and structure. This often creates a stigma for the child due to the trauma of not having permanent residence. We work closely with these students and provide them additional in school support, including mentoring, social-emotional and academic support.

We have a group of students who are multiple holdovers representing 26% of our students or 96 students. It is important to note that the overwhelming majority of these students come to us as overage students. Students who have been held over prior to attending New Venture Academy represent over 70% of this group. We believe that when we receive students in grade six and they become part of the NVA family they leave better equipped to handle high school. We work closely with our multiple holdover students giving them access to additional supports through after school and Saturday school programs in addition to early morning intervention. We have also provided them with additional counseling services helping to support their self-confidence as oftentimes this is one of the major barriers to their success.

We also have a burgeoning population of ELL students. 127 of our students or nearly 40% represent our ELLs. The needs of ELL students are similar to some of our other subgroups with a significant distinction. They are often confronted by cultural barriers that at times lead to isolation. This isolation can lead to avoidance and fear of attending school by virtue of the fact that they see themselves as different. We have worked diligently over the last few years to provide more resources for our ELLs in order to provide more opportunities for inclusion throughout the school's academic infrastructure. We see enormous potential within this group and hope to continue providing pertinent and strategic resources that are specific to their needs, including ESL programs for parents and guardians.

Our 90 students with disabilities represent 24% of our population. These 90 students are in ICT and self-contained classes as well as GE classes with support services. Our Special Education team is incredibly diligent at making sure our students receive the services they are entitled to. We have worked to ensure that there is access to all our school has to offer for our SWDs. We believe that some of these students face challenges attending school through issues surrounding transportation as well as more personal issues, in some cases, related to the child's identified disability. We have developed a strong team approach to meeting the unique needs of our STWs.

Students with special needs, in temporary housing, foster care, ELL, etc., are provided with the same level of services as their general education peers. Students from the above populations are given equal opportunities, academic, recreational and enrichment as their peers. Academic support and program participation is done on a level playing field for all of our students. We feel confident that if we receive this grant we will be better equipped to serve the unique needs of each of these sub groups within our school community and welcome additional support through this grant.

We know that in order to address the challenges our students face at New Venture Academy, there must be whole

school approach that integrates student support, parent engagement and school and community resources. Therefore, the holistic community school strategy is a viable approach to responding to student needs. Through a newly established partnership with The Children's Aid Society, New Venture Academy would hire a Resource Coordinator to further coordinate the school's existing array of partnerships and services to ensure that every student has an individual support plan that addresses their academic, social emotional, family and health strengths and needs. New Venture Academy staff will work closely with CAS staff to identify students in need of targeted interventions, such as those to address attendance and/or academics needs. This work will include connecting families to providers of services such as medical, dental and mental health.

Our school's partnership with Directions for Our Youth, our Expanded Learning Time Partner will also support our belief in reaching the whole child and his/her family through after school learning and enrichment programs. Families will also be offered opportunities to support their child's education through participation in workshops, celebrations of student work, and school-wide events. We will also provide families with ESL and GED support classes on weekends.

Our school proposes to address attendance improvement through a Success Mentor program. This program is led by Counseling in Schools, our partner in improving outcomes for chronically absent students. Each Success Mentor will have a portfolio of approximately 20 students identified by New Venture Academy staff based on attendance data and academic need. They will support their mentees through activities such as: morning meet and greets; calls home both to address absences and to provide families with positive feedback when attendance improves; one-on-one and small group meetings designed for mentees; and a system of incentives. The Success Mentors will closely monitor their mentees through both data and direct interactions. Our expectation and goal is that chronically absent students will increase and improve their instructional time and school attendance, by 25% and severally absent students will increase and improve their instructional time and school attendance, by 20%. There are a number of factors that contribute to absenteeism: children may have an untreated chronic health condition such as asthma or a crisis in the home such as domestic violence or impending eviction causing distress for the entire family. Therefore, needs assessment, planning for support, and resource coordination will be an important role of the Success Mentor team and they will work to connect these targeted students and/or families with the Resource Coordinator for additional referrals and follow up. At the school level, the Resource Coordinator and Success Mentors will support their mentees through participation in school team meetings and assistance in developing school activities to encourage positive attendance.

In addition, to address the significant learning gap commonly experienced by chronically absent students, and academically struggling students as well we will implement an academic intervention component for these targeted students. A teacher from each grade will be identified to provide two weekly sessions of two hours each during after school hours. This will consist of small group instruction and tutoring. We also believe that these students will benefit from a Friday afternoon enrichment program provided and a Saturday school program provided by New Venture Academy and Directions for Our Youth. With the proper instructional, social-emotional and health support structures, it is expected that our students will improve academically. We expect to see improvements of .5 to 1.0 proficiency level improvement on NYS assessments as well as a course passing rate of 80% for our students.

Our School Leadership Team is at the core of connecting our school community and will be vital to the success of our proposed strategy. By bringing together our school's leaders, Children's Aid, and representation from our Parent Association New Venture Academy's School Leadership Team provides an ideal structure for collaborative decision making and policy and program development for initiatives such as attendance improvement that impact the whole school. We will use the SLT meetings to continually evaluate and assess our attendance improvement strategy and make adjustments as needed.

Our goal as a school community has been to promote, enact and support a school model based on the premise that school is central to the lives of the community members. We see school as place where students and families can have access to resources for the support and development of student success. These resources are made available within the school or outside the school and include services that address physical, social, emotional, recreational and academic needs. We see families as partners in their child's education. We also see it as our responsibility to

provide the tools by identify services, trainings and workshops that would best support families in their role as caregiver. We have allocated an extensive amount of time and resources around this concept and we have seen dramatic improvements in many areas in our school. These include improved academic indicators, a reduction in incidents and suspensions and a reduction in the level of students who are chronically absent.

We have realized through our work over the last ten years that determining the causes of students' academic struggles is a very complex process. Students and their parents/guardians are encouraged to speak to our administration, parent coordinator, guidance staff, teachers and our CBO's staff regarding what factors, situations and impediments there are to academic improvement as well as strong attendance. With this specific information, on a case by case basis, possible solutions to the problem are secured. Referrals to outside agencies and service providers help to ensure that students' needs are being met. We work very closely with data from multiple sources to help us see red flags. Our work in redesigning our approach to guidance has been a key factor in this work as we have noticed a clear connection between strong social and emotional health and improved attendance and academic success. Additionally we pay careful attention to the wide array of ATS reports as they help us identify students, measure their progress and track the impact of the approaches we are implementing. The reports used are as follows: RPYA; RYMA; RDAL; RCUA; RAMO; RRSA; RSCA; RATH; RCHK; RSCA; RGAR, RGST; RPAL; RISA and the RISP. The ILOG ATS system is also utilized to document all outreach efforts. CBO personnel are encouraged to use the DOE's Data Dashboard to measure and track student attendance and academic achievement.

The focus we place on chronically absent students with Counseling in Schools features a supervising social worker and three graduate level social work interns. This mentoring program is working with a cadre of chronic absentees and offers targeted students individual and group counseling sessions as well as academic support. Outreach via phone calls, letters is also provided to the families of targeted students. A parent Success Summit meeting was also held to introduce the program to the families of targeted students. Counseling in Schools personnel also meets with parents/guardians of targeted students as needed.

The results for our program are measured, tracked and analyzed on an ongoing basis. The emphasis of our program is on reducing chronic absenteeism and increasing instructional time. The results are discussed at the weekly Student Success Summit meetings as well as during faculty conferences, administration meetings and through conversations with staff, students, parents/guardians and our CBO partners. We have also implemented the following services to our approach:

- Individual Counseling: one on one meetings with students to discuss areas of needed development including social, emotional, behavioral, academic and relational skills
- Group Counseling: general support or work around a common theme with a small group of students
- Family Support: individual meetings, family meetings, home visits, parent events and workshops
- School Staff/Teacher Professional Development
- Implementation and support of school-wide initiatives, attendance meetings, town hall initiatives, research and identification of community resources, assistance with family access to resources.

Our work with parents and community partners to improve academic outcomes and reduce absenteeism and re-engage youth has centered around the value of giving parents and guardians pertinent, meaningful, and timely information to help families be better informed about the choices made that may impact a child's performance and attendance in school. Additionally, we have provided the community with unlimited access to our guidance support services allowing for a true partnership to develop around improving outcomes for the whole child. This work has included providing parents and guardians with an ongoing series of workshops, based on a needs survey, designed to provide participants with an enhanced skill set to better meet the educational, social and emotional needs of their children. We have also provided staff with an ongoing series of Professional Development workshops and activities, based on a needs survey, to further support them in the work that they do. These workshops will be organized by the results of the needs survey. Sensitivity training, classroom management and differentiation of instruction as well as Response to Intervention protocols are were and continue to be PD topics.

As a result of our efforts to reduce chronic absenteeism, we were honored last school year by being identified as a

“Model School” by the NYC Department of Education for the work being done in this area. This distinction identified us as one of 15 schools citywide that has made significant inroads in reducing chronic absenteeism and increasing instructional time for our students. A major part of the reason for this distinction was based on the work we had done in the 2012-13 school year. Our chronic absenteeism rate was 28.9% at the end of the 2012-13 school year which was 5 percentage points less than when we joined the attendance initiative two years prior. Of the 114 chronically absent students who missed 20 or more days in the 2012-13 school year, 27.2% of them exited chronic absenteeism by the beginning of the 2013-14 school year.

This past school year we had 28 students who were absent between 30 and 40 days. We had another 46 students who had more than 40 days absent. The remaining 299 students had less than 30 days absent. On average students with more than 40 absences passed 45% of their courses. On average students with 30 to 40 absences passed 70% of their courses. On average students with less than 30 absences passed 82% of their courses.

Last year we saw the greatest growth in two tenets of the DTSDE. We were rated Effective for both Tenet 5 and Tenet 6 of the DTSDE. Tenet 5 focuses on Student Social and Developmental Health and Tenet 6 focuses on Family and Community Engagement.

Our school has worked to establish a clear and well-communicated code of conduct that focuses on respect, organization, acceptance responsibility and safety. Students are not only seen but they are heard. Systems are in place to monitor student data related to achievement, behavior, attendance and lateness. Our staff consistently engages students in meaningful conversations on a variety of topics during morning advisory. These include grades, monthly character education themes and strategies for success. All constituents work together to develop a common understanding of the importance of their contribution in creating a school community that is safe, conducive to learning and fostering a sense of ownership for providing social and emotional developmental health supports tied to the school’s mission. We continue to develop positive relationships between home and school which continues to build a supportive learning environment.

Our school strongly supports and engages in regular communication with students and families that encourages and promotes high expectations for academic growth. Our school has developed relationships with community partners that provide training for all school stakeholders. The training encompasses the academic, social and emotional developmental health issues that support student success. Data is shared with students and families in ways that promote and encourage reciprocal communication, and empowers families to advocate for their children. As a result, all stakeholders work together to support students’ academic, social and emotional developmental health.

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.

09X219 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	329	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	9	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	90.0%	% Attendance Rate			87.5%
% Free Lunch	92.2%	% Reduced Lunch			1.9%
% Limited English Proficient	31.6%	% Students with Disabilities			25.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			39.4%
% Hispanic or Latino	59.5%	% Asian or Native Hawaiian/Pacific Islander			0.8%
% White	N/A	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			14.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			9.06
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	4.3%	Mathematics Performance at levels 3 & 4			6.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			17.2%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			90.9%
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	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	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	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.

Tenet 3.2 - Our school is continuing to develop a robust CCLS aligned curriculum including on-going professional learning for staff, ongoing support, and collaboration. Teachers are identifying gaps in student learning and addressing these gaps through differentiation and small group instruction.

- Academic rigor needs to increase for all students in all subjects.
- High expectations for all need to be articulated and supported through daily engaging instruction.

Tenet 3.3 – Our school is further developing practices that address current student academic needs. We are focusing on using data to identify and address student deficiencies and current student achievement needs. We have created an instructional focus.

- Students need to be engaged throughout daily instruction.
- Data needs to be utilized as a resource to identify key areas of academic focus

Tenet 3.4 - Teachers have more opportunity to meet by teams and develop units that support interdisciplinary teaching and learning. Collaboration is occurring through planning opportunities made available on Monday and Tuesday afternoons. Students are given greater access to technology through the technology lab which is scheduled for all students.

- We need to create more opportunities to connect curriculum across subjects.
- We need to continue to provide students greater access to technology and its integration in the classroom.

Tenet 3.5 – In order to improve progress monitoring teachers are using a tool called Skedula to capture data and track individual student progress. The use of assessments at the beginning, middle and end of a unit is a practice that is being adopted school wide to monitor and support tracking of student progress and learning gaps. The use of rubrics and exemplar needs to improve school wide to discuss with students what constitutes excellent work.

- Student progress monitoring needs to take place in every subject and in every class
- Formative and summative assessments needs to be utilized to inform practice and guide small group and differentiated instruction.
- The use of rubrics needs to be evident school wide to inform students of how their work is being measured.
- Students need to receive feedback on all their tasks in order to help them identify their own strengths and areas for growth.

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 content teams will fully develop and implement rigorous units of study in ELA, Math, Social Studies and Science that are aligned to CCLS. Each unit will contain at least three rigorous tasks. The rigor of these tasks will be evidenced by classroom observations, supporting student learning through effective rubric aligned feedback, looking at student work, and teacher team evaluation of assessment data. These units will offer access to all students with a particular focus on ELLs and SWDS. Students will demonstrate 80% mastery of the tasks and unit summative assessment as measured through Skedula – Data Driven Classroom.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Teacher programs will include two periods per week of common planning time. In grade teams, teachers will analyze student work and data obtained from summative and formative assessments to identify tasks that support academic rigor.	All teachers	September 2014-June 2015	Principal, assistant principals, teachers
Network special education achievement coach will work directly with grade and subject area teams to ensure the UBD units are in alignment with CCLS and informed by data.	SE teachers and classroom of SWD students	September 2014-June 2015	Network instructional support specialist, SWD teachers, classroom teachers
The Center for Applied Linguistics (CAL) will provide professional development on the SIOP Model to design and deliver lessons that address the academic and linguistic needs of English learners	ESL teachers and Classroom teachers of ELL students	September 2014-June 2015	CAL, ESL and classroom teachers
Parent involvement programs will include “Literacy Nights” and “Parents as Partners in learning” to promote literacy	Parents/Guardians of SWDs, ELLs and	Monthly September	Administrators, Teachers, DFOY

development at home thus ensuring that teachers and parents think of each other as partners in educating children.	other at-risk students	2014-June 2015	and Children's Aid Society
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Part 4 – Resources Needed

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

- Master schedule programming to allow two periods a week of common planning time for all teachers
- Network staff to provide professional development
- Funding for vendor to provide curriculum and unit development training
- Funding for partner to provide parent outreach programming
- Funding for teacher 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	X	Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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

By January 30, 2015 we will have completed a minimum of three units of study in each content area with a 70% mastery rate of unit tasks and unit formative and summative assessments by all students.

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.

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

Part 1b. Needs/Areas for Improvement:

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

Our school community provides an environment that offers all stakeholders the experiences that are conducive for students' social and emotional developmental health. Our students are nurtured and supported in a safe and healthy learning environment. There is the expectation that the barriers to student success are addressed in order to give students the tools necessary to be more academically successful while developing greater social and emotional health.

- Our relationship with our Community School partner, Children's Aid Society will help address the social-emotional, academic, physical and family components that impede student success.
- We are developing systems where all students are connected to a supportive adult through morning advisory, a robust intake process and a PPT Team approach that looks at students through the prism of guided support and appropriate interventions.

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 we will achieve a 50% reduction in incidents and suspensions by screening all students in four quadrants – academic, social-emotional, family well being and physical health.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified	Target Group(s) <i>Who will be</i>	Timeline <i>What is</i>	Key Personnel <i>Who is responsible</i>
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<p>goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<i>targeted?</i>	<i>the start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
Through our community school partnership with Children’s Aid Society, students who need additional support will receive it through service providers that are affiliated with CAS.	All at-risk students	January 2015 – June 2015	Principal, assistant principals, teachers, CAS Resource Coordinator
CAS will work directly with teachers providing PD and guidance in utilizing screening tools.	All classroom teachers	January 2015 – June 2015	Principal, assistant principals, CAS Resource Coordinator
CAS will provide additional support for SWDs, ELLs, STH and overage students.	Targeted at-risk students	January 2015 – June 2015	Principal, assistant principals, CAS Resource Coordinator
Parent involvement programs will include “CAS Nights” and “Parents as Partners in learning” to foster stronger relationships thus allowing teachers and parents think of each other as partners in educating children.	Parents/Guardians of all students	Monthly January 2015 – June 2015	Administrators, Teachers, DFOY and, Children’s Aid Society

Part 4 – Resources Needed

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

- Schedule programming to allow common planning time for all teachers
- Funding for partner to provide parent outreach programming

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

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Part 6 – Progress Monitoring

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

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

By January 30, 2015, 35% of students will be screened through the use of a multi-dimensional assessment tool that measures strengths and challenges in four areas: academic; social-emotional; physical; and family well-being. Students who are identified as needing additional support will begin to receive support services.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

In our school, teachers have been promoting and supporting a greater level of collaboration and collegiality thereby creating more consistency and continuity of instructional practices between classes and grades. Instructional practices are being aligned to CCLS.

Tenet 4.2 – School wide instructional practices are being aligned to the instructional focus in order to address school wide academic challenges.

- Students’ academic needs should be addressed as measured by formative and summative data in each lesson.
- Lesson plans need to be aligned to student data.

Tenet 4.3 – Academic rigor needs to improve throughout our school

- The level of questioning during daily instruction needs to improve.
- Co-teaching on the ICT classes needs to improve and demonstrate more purposeful planning.

Tenet 4.4 – Students need to be more actively engaged in discussions during instructional time. Students need more opportunities to share their perspectives.

- More critical thinking activities need to happen during classroom instruction.
- The learning environment needs to continually reflect the needs of the diverse learners.

Tenet 4.5 – Planning needs to be reflective of identified needs of students through ongoing review of assessment data. Data needs to be used as a tool to provide students with access to learning that meets the learner where they are.

- Assessment tools should be used to support daily lessons as evidenced by planning that supports diversity of learners.

- Instruction is overly reliant on teacher centered approach.
- There needs to be an increase in academic rigor in questioning.
- Ongoing monitoring of student work needs to be consistent.

Part 2 – Annual Goal

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

By June 2015 school and teacher leaders ensure that teachers implement classroom strategies that are informed by data. Core subject teachers will have utilized effective strategies to address student deficiencies as measured by the progress monitoring tools in DDC This data includes summative, interim, formative, attendance, IEPs, NYSESLAT, etc. and grade level goals for all students. 75% of core subject teachers will use DDC as part of their planning and instruction.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Teacher programs will include common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities.	All teachers	September 2014-June 2015	Principal, assistant principals, teachers
Professional development supporting implementation of rigorous, CCLS aligned units of study, Engage NY math units, Literacy First, Junior Great Books and Achieve 3000,	All teachers	September 2014-June 2015	Principal, assistant principals, teachers, and consultants
Network data achievement coach will work directly with grade and subject area teams to ensure that DDC is being utilized to support progress monitoring.	All teachers	September 2014-June 2015	Network data support specialist, classroom teachers
Parent involvement programs will include workshops to help parents understand the purpose and impact of a data – driven classroom environment.	All parents and guardians	Monthly	Administrators, teachers, DFOY and CAS

Part 4 – Resources Needed

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

- Programming to allow for common planning time for all teachers
- Network staff to provide professional development
- Funding for vendors to provide Literacy First and Junior Great Books training
- Funding for partner to provide parent outreach programming.

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

Part 6 – Progress Monitoring

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

- 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.

By January 30, 2015 40% of core subject teachers will be utilizing DDC in their planning and instruction.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	D
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.	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 leadership needs to ensure that the mission statement and academic goals for the school are understood and clearly articulated by all stakeholders. Instructional practices need to be more consistently monitored, as evidenced by more students being challenged or given more opportunities to develop the necessary skills to become college and career ready.

Tenet 2.2 - Our school leadership needs to continue to support and ensure that the school community shares the SMART goals/ mission, and long term vision and priorities established in the SCEP. The mission and goals of the school need to be prominently visible throughout the school and clearly articulated by all stakeholders.

- The classrooms need to reflect a data driven approach to teaching and learning.
- The school’s SMART SCEP goals need to be understood by all stakeholders.

Tenet 2.4 – Our use of the observation tools needs to be more consistent. Every staff member needs to be held accountable for continuous school improvement.

- Feedback needs to be timely.
- Recommendations for improvement in observation reports need to be time bound.
- PD strategies identified to improve student learning need to be implemented and monitored more consistently.
- Monitoring of teachers’ practices needs to be consistent in order to hold all staff accountable for continuous school improvement.

Tenet 2.5 - The use of data in our school needs to be more evident and organic. Teacher analysis of data should be shared with students regularly in order to ensure greater understanding of skill mastery and skill deficiencies as they relate to the CCLS.

- Data needs to be used to adjust instructional practices in order to meet the needs of specific subgroups.
- Data needs to be used to improve learning outcomes by implementing the most effective instructional strategies.

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 leadership must ensure that SCEP goals and school mission will be understood, clearly articulated and implemented by all stakeholders as evidenced by data driven classroom environments that are goal oriented. Observation data and assessment results will be consistently monitored to measure progress.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teacher programs will include common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities.	All teachers	September 2014-June 2015	Principal, assistant principals, coaches, teachers
Network achievement coach will work directly with grade and subject area teams to ensure the classroom activities and tasks are goal oriented, and in alignment with CCLS and informed by data.	All teachers	September 2014-June 2015	Principal, assistant principals, network coaches, teachers
The Center for Applied Linguistics (CAL) will provide professional development on the SIOP Model to design and deliver lessons that address the academic and linguistic needs of English learners	ESL teachers and Classroom teachers of ELL students	September 2014-June 2015	CAL, ESL and classroom teachers
Parent involvement programs will include “Parents as Partners in learning” to promote literacy development and awareness of school’s mission/goals thus ensuring that teachers and parents think of each other as partners in educating children.	Parents/Guardians of SWDs, ELLs, at-risk students, GE students	Monthly, September 2014-June 2015	Administrators, Teachers, DFOY, and CAS

Part 4 – Resources Needed

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

- Programming to allow for common planning time for all teachers
- Network staff to provide professional development
- Funding for vendor to provide SIOP training
- Funding for partner to provide parent outreach programming

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

Part 6 – Progress Monitoring

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

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

By January 30, 2015 school leadership must ensure that SCEP goals and school mission will be understood, clearly articulated and implemented by 75% of all classroom teachers as evidenced by data driven classroom environments that are goal oriented and using DDC. Observation data and assessment results will be consistently monitored to measure progress

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Our school engages in regular communication with students and families that encourages and promotes high expectations for academic growth. Our relationships with community partners, particularly our new Community School designation with Children’s Aid Society, will continue to foster our strengthening relationship with the community’s stakeholders.

Tenet 6.2 – Our school promotes regular communication with families fostering high expectations for all.

- Skedula is a tool that promotes ongoing communication.
- The more informed parents are, the more encouraged they are to become active members in support of the school’s goals and mission.

Tenet 6.3 – Reciprocal communication has helped the school community to foster a strong relationship with parents.

- It is evident that the open and mutually respectful partnership between home and school enables families to support their child’s development.

Tenet 6.4 – There are partnerships between the school and community agencies promoting social and emotional developmental health to support student success.

- Our community partnerships are strengthening a relationship where students are nurtured, respected, recognized for their talents and supported as they address weaknesses.
- Professional development helps staff to establish and sustain productive relationships and partnerships with parents, which helps our staff acquire a more comprehensive understanding of each child’s needs.

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 our partnership with Children’s Aid Society will provide all of our families in need with specific and targeted resources to help address identified barriers to student success.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Teacher programs will include two periods per week of common planning time. In grade teams, teachers will analyze data obtained from screening tools to help identify students in need of additional resources in the domains of academic, social-emotional, physical, or family well-being.	All teachers and staff	January 2015-June 2015	Principal, assistant principals, teachers, CAS Resource Coordinator
The Children’s Aid Society (CAS) will provide professional development on the CityConnect Model to support student success in the four quadrants mentioned above.	All students	January 2015-June 2015	Principal, assistant principals, teachers, CAS Resource Coordinator
Student engagement programs will include “Learning is Fun Nights” and “Student Success in learning” to promote literacy development at home thus ensuring that students take ownership of their own achievements and successes.	All students	Monthly January 2015-June 2015	Principal, assistant principals, teachers, CAS Resource Coordinator
Parent involvement programs will include events and workshops to support greater understanding of the types of support being offered through the Community School relationship.	Parents/Guardians of SWDs, ELLs, other at-risk students, and GE students	Monthly January 2015-June 2015	Administrators, Teachers, DFOY, Children’s Aid Society

Part 4 – Resources Needed

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

- Programming to allow for common planning time for all teachers
- Children’s Aid Society as a community partner

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. <p>By January 30 2015, we will provide professional development about our Community School relationship with CAS with 60% of all stakeholders whereby families, the school community members, and school staff are aware of the ways in which we will be able to support the needs of our students and their families.</p>														
Part 6b. Complete in February 2015 .														
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?								Yes		No			
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?													

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students who score below proficiency levels on NYS Assessments receive additional support.	Achieve 3000, After-school program, Saturday Academy	Whole class, small group, one on one, tutoring	Before the school day, during the school day, after school, Saturdays
Mathematics	Students who score below proficiency levels on NYS Assessments receive additional support	Achieve 3000, After-school program, Saturday Academy	Whole class, small group, one on one, tutoring	Before the school day, during the school day, after school, Saturdays
Science	Students who score below proficiency levels on NYS Assessments receive additional support	Achieve 3000, After-school program, Saturday Academy	Whole class, small group, one on one, tutoring	Before the school day, during the school day, after school, Saturdays
Social Studies	Students who score below proficiency levels of school based assessments receive additional support	Achieve 3000, After-school program, Saturday Academy	Whole class, small group, one on one, tutoring	Before the school day, during the school day, after school, Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who have observable behaviors that are detrimental to self and others receive services. Additionally, students who have experienced traumatic events in their lives also receive services.	Counseling, conflict resolution, peer mediation	Individual/Group	Before the school day, during the school day, after school,

09X219 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	329	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	9	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	90.0%	% Attendance Rate	87.5%	
% Free Lunch	92.2%	% Reduced Lunch	1.9%	
% Limited English Proficient	31.6%	% Students with Disabilities	25.2%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American	39.4%	
% Hispanic or Latino	59.5%	% Asian or Native Hawaiian/Pacific Islander	0.8%	
% White	N/A	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)	2	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	14.4%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	9.06	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	4.3%	Mathematics Performance at levels 3 & 4	6.2%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	17.2%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	90.9%	
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	NO	Limited English Proficient	NO	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	NO	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	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	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			

09X219 School Information Sheet Key

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				N/A
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				N/A
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Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	NO	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	NO	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	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	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

Section 7: 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.

50% of all students will enroll the ELT program and 75% of these students will see a 5% increase in their ELA scores

Part 2 – ELT Program Description

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

At-risk student population and students seeking enrichment opportunities will be served.

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.

New Venture partners with Directions for Our Youth, Inc., a non-profit youth service organization that provides quality, holistic youth development activities afterschool year round for MS 219 students. Housed on-site in the Charles R. Drew Educational Campus, DFOY currently serves nearly 200 of our students across its 21st Century Community Learning Center program (NYSED Funded), DFOY STARS and as a part of the community center-style programming of the Beacon NVA (NYC DYCD funded) program. Participants in each of these program initiatives receive the following supports and services: academic support such as supper, homework help and small group tutoring with licensed NYCDOE MS 219 teachers; social emotional learning instruction around relationship building, positive decision-making, and self-awareness; recreational activities such as sports, karate and dance; academic enrichment activities such as Video Production, Music Production, Comic Book Publishing, Mechanical Engineering (TechBridge), Drama; and leadership opportunities like Youth Council. The program works very closely with MS 219 personnel to ensure the greatest amount of alignment with the school's, student and parent engagement initiatives, curricular foci and interventions for MS 219 students in need of academic support or motivation

Part 2c. Is the ELT program voluntary or compulsory?

Voluntary

X

Compulsory

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 ELT program will increase the amount and quality of learning time, through before- and after-school and summer programs and opportunities by providing an enriched and accelerated curriculum thus meeting the educational needs of

historically underserved populations. The ELT program will focus on increasing student academic achievement through enrichment.

The ELT program’s academic content aligns with CCLS and the Chancellor’s city-wide expectations

The ELT program will be delivered by staff have the capacity to deliver high-quality academic content

The ELT program will have a guidance component to address social/emotional needs of the students

The ELT program will address the specific academic and social/emotional needs of low academic achieving children and those at risk of not meeting the State academic content standards

AIS services are provided to identified at-risk students during the day school program utilizing a variety of interventions; the ELT program will be aligned to the school day but provides new, different, and engaging learning opportunities for participants

Part 3 – ELT Program Implementation and Oversight

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

1. 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.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

5. School principal, assistant principal, and the ELT planning committee, The program will be supervised by the site supervisor and the Instructional Coordinator.

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

3. Common planning time for Principal, assistant principal, parent coordinator, selected teachers
4. Staff attendance at New Parent Orientation/Family Night/Open House for Parents
5. Parent coordinator’s planning and hosting of parent offerings
6. Staff attendance at Student recognition events

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

5. Ongoing, September 2014-June 2015
6. This program will run from September 2014-June 2015

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 st Century		Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		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.

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.

By January 30, 2015 we will achieve a registration percentage of 75% of our goal.

Part 5b. Complete in February 2015.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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7. 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:

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

Part 1: Title I Status

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

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

School administration with work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs

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).

- Promote and support the work of the Professional learning team in its selection and implementation of professional development that supports the goals of the school through the lens of the instructional focus.
- Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives
- Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support
- Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

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.).

NA

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.

MOSL Team, Grade level teams, curriculum team, and professional development team use multiple sources to demonstrate the ability to understand and analyze data to inform instructional practices. These groups use data to identify student learning trends, set goals, modify and monitor instruction, and increase student achievement. Teacher teams use LASW protocols to identify strengths and learning gaps. This process helps teachers to identify student learning gaps. Professional development on using assessment tools, i.e. skedula to create data driven classroom assessments that itemize and identify the learning targets.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$332,420	X	Refer to all goals
Title I School Improvement 1003(a)	Federal	\$16,961	X	Refer to all goals
Title I Priority and Focus School Improvement Funds	Federal	\$80,211	X	Refer to all goals
Title II, Part A	Federal			
Title III, Part A	Federal	\$14, 448	X	Refer to ELL goals

Title III, Immigrant	Federal	\$20, 157	X	Refer to ELL goals
Tax Levy (FSF)	Local	\$2,244,433	X	Refer to all goals

¹Explanation/Background:

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

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

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

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

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

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

participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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. **New Venture Academy**, 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. **New Venture Academy** will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 9	Borough Bronx	School Number 219
School Name New Venture Academy		

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

Principal Dominic Cipollone	Assistant Principal Ivan De Jesus/ELL Coordinator
Coach Vera Sims	Coach
ESL Teacher Cándida Mulero	Guidance Counselor Natividad Cabrera
Teacher/Subject Area Maria Santos/Bilingual Teacher	Parent
Teacher/Subject Area	Parent Coordinator Reginald Mays
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	370	Total number of ELLs	118	ELLs as share of total student population (%)	31.89%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	118	Newcomers (ELLs receiving service 0-3 years)	64	ELL Students with Disabilities	22
SIFE	11	ELLs receiving service 4-6 years	19	Long-Term (completed 6+ years)	35

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	29	4	0	1	1	0	0	0	0	30
Dual Language	0									0
ESL	35	4	1	18	3	4	35	0	11	88

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	64	8	1	19	4	4	35	0	11	118
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							13	17						30
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	13	17	0	0	0	0	0	30

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							17	18	26					61
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1		1					2
Haitian														0
French							1	2	4					7
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							3	5	2					10
TOTAL	0	0	0	0	0	0	22	25	33	0	0	0	0	80

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)							14	21	14					49
Intermediate(I)							11	8	15					34
Advanced (A)							12	18	5					35
Total	0	0	0	0	0	0	37	47	34	0	0	0	0	118

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	18	2			20
7	30	1			31
8	21	0			21
NYSAA Bilingual (SWD)	1				1

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	20	6							26
7	25	8							33
8	12	8	2	1					23
NYSAA Bilingual (SWD)	1								1

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At MS219X the following assessment tools are used:
Fountas and Pinnell leveled books are used for running records and guided reading. Running records are conducted twice a year and guided reading once a week. Running records examine both accuracy and the types of errors students make.

EDPerformance Series (SCANTRON) assesses early literacy for our ELL population, specifically students' reading and language arts through a combination of standards based and computer adaptive diagnostic testing.

ELL Periodic Assessments data is used to determine progress.

Based on the proficiency levels of the students we tailor our program for both ELA and ESL classes. The spring test helps measure the growth our students and informs teaching practices. We administered the fall baseline on October 28, 2013 and we are hoping to use the data used to create a more targeted curriculum to meet the needs of our ELL population.

Running record data provide insights as to how ELLs are reading as individuals. Specifically, the types of errors made, the kinds of cues (i.e. meaning, visual or structural cues) each student continuously use or don't use and the accuracy and correction rate; all of which affect comprehension. The data also helps teachers create their guided reading groups and select specific prompting during guided reading instruction. This helps to promote new learning. The goal is to help the ELLs develop a set of reading strategies that will lead them toward independent reading. The teacher will continue to expose ELLs to more readings on a variety of text, thus helping them gain a better understanding of correct oral language structures.

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

LAB-R performance indicates a specifically clear deficiency in the listening modality. This in turn affects the speaking, reading and writing modalities. The students are not meeting the benchmarks for each of the modalities. These deficiency patterns in the listening modality are also seen in the NYSESLAT results.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

All of the ELLs tested deficient in the listening benchmark. Only 13 out of the 118 ELLs met the listening benchmark. 14 met the speaking benchmarks. 21 met the reading and 27 met the writing.

It is important to note that in Grade 6, 5 ELLs missed the proficiency level because they did not meet the listening benchmark of 22. They missed it by 2-6 points. One out of the 5 also missed the writing benchmark of 16 by 1 point.

In Grade 7, 5 ELLs also missed the proficiency levels. 2 of these ELLs missed it because they did not meet the listening benchmark of 21 by 2-3 points. One ELL miss the proficiency level because he did not meet the speaking benchmark of 30 by 8 points. Another ELL missed the Reading benchmark of 21 by 3 points and the fifth ELL missed the listening (22)and writing benchmark (16) by 5 and 1 points respectively.

There was one Grade 7 ELL who did meet all the modality benchmarks and should have been identified as proficient.

In Grade 8, 1 ELL missed the proficiency level because he missed the speaking benchmark by 1 point.

This preliminary modality analysis indicates that the listening modality benchmark was not reached by most of the ELLs; and affects the results in the speaking, reading and writing modalities. These 11 ELLs can be easily moved to proficient level through targeted instructional planning and delivery that provide them with additional opportunities in listening and speaking.

After sharing and reviewing the patterns, teachers' awareness will heighten to the decision that there will be a focus on the listening modality, since language learning depends on listening. Teachers will conference with ELLs to share their individual NYSESLAT result, the importance of listening strategies and how it impacts their learning and performance. Instructional practices will mirror the test/instructional modifications that demonstrate how ELLs learn best.

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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?

Grade	Beginner	Intermediate	Advanced	
6	14	11	12	
7	21	8	18	
8	14	15	5	
Total	48	34	35	118

More than half of the ELLs are at the beginner/intermediate levels. Further study into the modality areas that are in need of improvement will drive the instructional planning that will help the ELLs reach proficiency. A look at the modalities in need of improvement for the ELLs who scored at the beginner and intermediate levels will also help them make gains in levels. The listening modality benchmark was not reached by most ELLs; and affects the results in the speaking, reading and writing modalities.

On the ELA 70 ELLs scored Level 1 and 3 on Level 2.

On the NYSESLAT 49 scored beginners, 34 scored intermediate and 35 scored advanced.

The ELE will be administered this Spring. It will give us an indication of how ELLs are progressing and where they are struggling in their native language. Native language instruction teacher support will continue in this effort.

According to the NYSESLAT, 11 of our ELLs are bordering the proficient level. Teacher support will continue in understanding the data analysis and the ESL strategies that will help the ELLs develop the modalities that will lead them to proficiency.

By analyzing the detailed modality information provided by the ELL Periodic Assessment, school leadership and teachers take an in depth look at the ELLs' strengths and weaknesses in English language development. The data will provide the focus for individual and group instruction that will help ELLs make gains in language acquisition. This will be demonstrated on the State language acquisition tests.

The school understands that the Periodic Assessments are good indicators of how well ELLs are progressing in English and how well they will perform on the NYSESLAT. Our ELLs continue to need many more experiences in the following genres: informational, literary as well as functional passages. They also need more familiarity with test formats: multiple-choice questions, short written responses, extended written responses, oral responses and a working knowledge on the use of rubrics in the development of their written responses.

Through professional development and observation feedback teachers will continue to become more aware that their instructional delivery should mirror the students' IEPs and/or learning modifications. It is how the students learn best. If an ELL with an IEP has extended time, use of glossary, questions read and reread, directions read, the teacher must model using these learning modifications during the instructional delivery. Teachers will continue to remind the ELLs that practicing these strategies will help him/her understand the topic.

ELE results will give a clear picture of ELLs' vocabulary knowledge and understanding of words in context in Spanish. ELE Performance will help predict English reading performance. The reading skills are transferable from Spanish to English. The native language will also be used to show similarities to the English language.

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?

ELLs are taught to recognize cognates and use them to create meaning. Teacher awareness regarding ELL second language development understandings and its impact on ELL learning is key. For example, the importance of providing sufficient response time for ELL students is crucial. When ELLs hear in English, they need to think of the words in their native language to truly process what has been said. They decide on a response in their native language, adapt that response to English, think about the response to make sure that it makes sense, and finally respond. This and other second language understandings will continue to be reviewed and discussed at grade meetings, observation post conferences and professional development.

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.).

Reviewing and discussing the AMAO criteria helps our school understand how and why our ELLs are progressing or not. Clarity in the progress movement helps determine the next course of action (i.e. planning, teaching practices, support) in order for growth to occur. On going professional development at grade and faculty conferences on ELL data analysis and ESL practices will continue.

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](#).)

Upon registering for the first time, parents are met by the attendance teacher who does the initial intake of information in the parent's native language. Time is taken to discuss home language with the family. The parent is assisted in completing the HLIS form by the attendance teacher and a translator is available to assist in the process. The ESL teacher is notified of the newly admitted student and meets with the parents. The AP reviews the school's procedures for student class placement and schedules a meeting for an in depth parent orientation.

Currently, the LAB-R is administered by the ESL teacher within 10 day of admission. Based on the HLIS, determination as to whether a language other than English is spoken in a student's home is made and the Language Assessment Battery-Revised is administered. This assessment establishes an English proficiency level. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. This helps determine eligibility for English language support services. Effective February 1, 2014 the NYSITELL will be the assessment used for the statewide identification of English Language Learners.

- 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.

A Parent Orientation Meeting is conducted within 10 days of student admission to the school. The parent meeting is held in the parent's native language. A video is presented in the parent's native language explaining the three program choices and the goals of each program. Periodically, there are video pauses, to answer additional questions parents may have. In addition, parent brochures (explaining the ELL programs) in the parents' native language are also distributed. To accommodate working parents, orientation sessions are held via phone. Parents listen to the video audio. All meetings are documented via parent signature. Phone meetings are identified as such in an outreach log.

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

Parent Surveys and Program Selection forms are completed and collected at the end of the parent orientation meeting. Entitlement letters are distributed via student and mail. A copy is also filed in the office.

- 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.

Placement Criteria and Procedures to place identified ELL students in bilingual or ESL instructional programs is as follow:

- A. After administering the LAB-R, placement is determined & parent notification in native language is made as follow:
 - o Scores below proficiency on the LAB-R Entitlement Letter
 - o Scores at or above proficiency on the LAB-R Non-Entitlement Letter

Parent letters are submitted via student and mail. Parents are invited to review their child's progress. Copies are also filed in the office.

B. On Going Progress Assessments

Entitlement/Continued Entitlement for ELLS who have completed one year in an ELL program is determined as follow:

- Scores below proficiency on the NYSESLAT Continued Entitlement Letter
- Scores at or above proficiency on the NYSESLAT Non-Entitlement Letter

Parent letters are submitted via student and mail. Parents are invited to review their child's progress. Copies are also filed in the office.

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.

A NYSESLAT test memorandum is generated by the assistant principal outlining test dates, Identified ELL students, test modifications, proctors, bilingual glossaries, testing instructions and room assignments for all sections of the exam. The memorandum is reviewed with all participating staff. Student Absentee lists are maintained and dates for students missing test modalities are rescheduled.

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. [i](#)

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is the transitional bilingual program.

Year	Program &	Parent Requests	
2013	TBE	6	
2012	TBE	7	
2011	TBE	6	Dual Lang. 0

Transitional Bilingual and Free Standing English as a Second Language program models are currently offered at our school and aligned with parent requests. The dual language program is not offered. Parents interested in a dual language program are helped in finding schools in the district that offer this program. It is explained that at least 15 students are required to open up a dual language program.

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])?

The native and target languages will be differentiated for instruction by following the 60:40 model in the 6th and 7th grade bilingual class. There are 360 minutes in the school day at MS 219X.

The schedule for the 6th and 7th grade bilingual class will be as follows: ELA/NLA – 90 minutes per day, Math (Spanish) – 90 minutes per day, Social Studies (Spanish) – 45 minutes per day, Science (Spanish) – 45 minutes per day, Art (English using ESL strategies) – 45 minutes per week, Music (English using ESL strategies) – 90 minutes per week, Technology (English) – 90 minutes per week, Physical Education (English) – 90 minutes per week.

Students who have reached proficiency on the NYSESLAT are offered additional instructional time in extended day and Saturday academies for 2 years. Push-in and pull-out models are used for ESL instruction at MS 219X. These models will continue to be used.

The ESL teacher collaboratively works with ELA teachers during common planning periods. The ESL teacher implements the ELA units and CodeX in the daily lessons. ELLs at the beginner and intermediate levels are receiving 8 periods in ESL instruction; students at the advanced level are receiving 4 periods in ESL and 6 periods of English Language Arts. ESL strategies are infused through instruction in the content areas, which include Science, Social Studies and Math, and teachers reinforce the vocabulary development and literacy skills of ELLs by taking into account their proficiency levels.

English Language Learners are serviced by a Transitional Bilingual Education (TBE) and a Freestanding English as a Second Language (ESL) programs. The ESL teacher collaboratively works with ELA, Math, Science, Social Studies and Music teachers during common planning periods. The ESL teacher implements the skill of the week in the daily lessons. Students arriving new to the country are placed in small groups for ESL instruction. They take part in extra tutoring sessions to develop the basic communication skills. The native language speakers are usually placed in a monolingual setting with a teacher who speaks Spanish. Native language speaking students with special needs are placed in the mandated setting according to their IEP.

ELLs at the beginner and intermediate levels are receiving 8 periods in ESL instruction; students at the advanced level are receiving 4 periods in ESL and 6 periods of English Language Arts. ESL strategies for example- visuals- graphs, pictures, semantic webbing / mapping, t-charts and venn diagrams-are infused through instruction in the content areas, and teachers reinforce the vocabulary development and literacy skills of ELLs by taking into account their proficiency level.

The number of ELLs in the 6th, 7th and 8th grade altogether is 118. Spanish is the language spoken by 61 ELLs. 2 Arabic, 7 French and 10 other languages are also spoken. Parents of ELLs are made aware of the services that are available for their children. Families that have recently arrived to the United States usually choose to place their children in the Transitional Bilingual Education program. Other parents have chosen to place their children in monolingual classes, and have opted for a Freestanding English as a Second Language program. Parents are also informed that their children will continue to receive the appropriate mandated services in either program. The students in both the Bilingual Transitional and the Freestanding English as a Second Language Program (ESL) program are serviced towards reaching proficiency in all modalities (speaking, reading, listening and writing) of the NYSELAT.

The ELLs will be tested in the Examen de la Lectura en Espanol (ELE) and they receive interim assessments specifically for the ELLs. Study groups for ELLs will be created to ensure that these students have a clear understanding of the concepts that are being taught on a daily basis. Support groups for the newly arrived students will be formed in order to make a smooth transition into the school system, and these groups will focus on developing strategies that students can use to increase their academic achievement.

In addition to the regular instructional programs used in different content areas (e.g. Code X for literacy, ELA units of

study CMP3 for Math, Achieve 3000), using the SIOP- Sheltered Instruction Observation Protocol and Q-Tel strategies for instructional planning, students also participate in Saturday Academy. There is a wide range of materials and resources that are available in the classrooms, including a well equipped library that contains varied genres in different levels of readability, textbooks, workbooks, and computers/laptops to aid the students in the learning process

- The development and ongoing refinement of a standards-based curriculum map which includes skill acquisition and application/practice of strategies for reading/writing texts during shared and guided reading/writing
- Review and analysis of the baseline assessment results, teacher made tests, projects, etc.
- Consistent use of curriculum maps to guide instruction school-wide as evidenced by classroom visits, student work, lesson plans that include differentiated activities for grouping.
- Classroom learning centers to facilitate differentiated learning
- Classroom libraries with accessible leveled guided and independent reading materials, or classified by genre or authors
- Spanish language content material in Math, Social Studies and Science are also available when needed. Bilingual glossaries of content area terminology are given to each beginner and intermediate student for use in the monolingual classroom. Laptops are used regularly throughout the school year.

Instruction for Native Language and English Literacy

- Comprehension strategies need to be explicitly taught to students with interrupted formal education, such as: reader generated questions, summarizing and monitoring comprehension. Students practice with texts that are accessible at their level of language proficiency. If students don't experience successful application of comprehension strategies, they won't try to use them with other texts.
- Strategies that make the language of the text meaningful and progress to higher levels of language proficiency and reading comprehension for students are: sharing ideas, comparing perspectives, coming to agreement (or agreeing to disagree).
- Techniques that Promote Exploration of Prior Knowledge
During pre- and emergent literacy stages include: Free recall: Students are asked to tell everything they know about a chosen topic. This approach provides information within a short time interval but may be problematic for early stage (0-3 years) learners, who may have problems organizing their thoughts. Asking students to draw a picture can be most helpful. Word association: The teacher selects several key words and asks students what comes to mind when they hear each one. Structured questions: The teacher prepares specific questions and asks them. Responses can begin as yes or no and include more extended discourse.
- Recognition: The teacher prepares several statements and key terms and encourages students to select those, which they recall.
- Unstructured discussion: Students freely generate their own ideas about a word or topic. Teachers also scaffold using consistent, targeted guidance by modeling tasks and language, and by building background knowledge and offering ongoing feedback. The instructional plan can include but is not limited to: Teaching in the native language and English, Team teaching and other classroom support, small class size, tutoring, test accommodations, explicit instruction and balanced literacy models, grouping and cooperative learning strategies, block scheduling, looping Technology to promote multimodal/multi-sensorial learning.

The instructional plan for ELLs with less than three years in US schools is to develop comprehension and basic interpersonal communication skills (BICS). Students in the pre-production and early production stages of language acquisition are engaged in experiences and activities that involve listening (known as the silent period for some ELLs) mime, acting, pointing, drawing, selecting, categorizing, responding etc. Beginning and intermediate ELLs meet for at least 360 minutes per week.

The instructional plan for ELLs with 4-6 years is to further develop cognitive academic language proficiency (CALP) and speech emergence. Students engage in experiences and activities that include recalling, summarizing, role-playing, predicting, creating, analyzing, comparing, contrasting etc.

Advanced ELLs meet for 180 minutes per week. The instructional plan for advanced ELLs is continued support in language development and comprehension.

- Instructional strategies for ELLs with 0-3 years are: graphic organizers, games, Language Experience Approach, Total Physical Response, manipulatives and visuals, choral reading and the buddy system.
 - The instructional strategies for ELLs with 4-6 years are: Cooperative Learning, graphic organizers, manipulatives, visuals, journals, hands on projects, choral reading etc.
 - The school ensures that ELLs receive all services mandated on their IEPs via the articulation logs, bimonthly attendance and presentations at grade conferences.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table

below)?

The instructional plan for ELLs with less than three years in US schools is to develop comprehension and basic interpersonal communication skills (BICS). Students in the pre-production and early production stages of language acquisition are engaged in experiences and activities that involve listening (known as the silent period for some ELLs) mime, acting, pointing, drawing, selecting, categorizing, responding etc. Beginning and intermediate ELLs meet for at least 360 minutes per week. The instructional plan for ELLs with 4-6 years is to further develop cognitive academic language proficiency (CALP) and speech emergence. Students engage in experiences and activities that include recalling, summarizing, role-playing, predicting, creating, analyzing, comparing, contrasting etc.

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- The school ensures that ELLs receive all services mandated on their IEPs via the articulation logs, bimonthly attendance and presentations at grade conferences.

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.

At MS 219X the teachers use instructional practices that make content more accessible and comprehensible for ELLs using SIOP practices inclusive of building background, relating the material to the students cultural understanding, using language accessible to the students and emphasizing key vocabulary through a variety of activities. Additionally the Science teacher (of the Bilingual class) provides multiple opportunities for discussion and comprehension development based on experiments conducted in class with readily available opportunities for students to analyze data, learn the scientific experiment method and build on their Native language skills.

As we identify our needs for our varying levels of ELLs they are grouped together for ESL periods and AIS additional periods for targeted instruction. For example our SIFE and Newcomer students are encouraged to participate in all afterschool and Saturday Academies to provide ample opportunities which extend beyond the school day to be exposed to English through meaningful and engaging activities. The SIFE and Newcomers receive more hours of ESL services from our ESL provider who focus on test sophistication by constantly exposing those students to test-like passages and comprehension development. The students read passages, deconstructing the language and meaning from the text in order to make meaning and build familiarity with how to use reading strategies to answer test comprehension question. The 7 Keys to Comprehension are constantly scaffolded into the lessons to ensure that:

- 1.a: ESL instruction is delivered through push-in/pull-out in accordance with students mandated minutes for ESL instruction aligned with language proficiency levels.
- 1b: All content-area classes are heterogeneously grouped and taught by highly qualified content-area teachers who have been trained in ESL and SIOP instructional strategies. ELL students are serviced by a licensed ESL teacher in a push in/pull-out program and are grouped according language proficiency levels.
2. In accordance with part 154, mandated instructional minutes are provided by a licensed ESL teacher. Our ESL teacher uses the NYSESLAT and modality reports to determine the number of minutes in instructional time that each child receives weekly. Beginner and intermediate students receive 360 minutes of ESL instruction weekly. Advance students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction weekly. Additionally, native language is supported through books on tape, classroom libraries and students are encouraged to use their native language in discussion with their peers and in some required writing assignments.
3. The ESL teacher and the mainstream teachers use ESL strategies to make sure that the ELL students understand the content that is explained to them. The ESL teacher is using the Key Stones Program, 3D, Mile Stones.
4. All the assessments in our school are completed in English. We also use the Spanish Lab to determine the language dominance.
5. In our school ELL students are taught in small groups. When the ESL teacher push-in she teaches the ELL students in a separate group.

a. We have 13 SIFE students in our school. The ESL teacher use different strategies to evaluate their level of understanding in English. She works one to one with them. They are invited to stay after school to get extra support. SIFE students are also invited to attend Saturday academy.

b. We have 66 students who have been receiving ESL instruction for less than three years. These students still have difficulties in English and the ESL teacher is working with them in groups of two to four students. Since these students will be taking the ELA exam, the ESL teacher is working together with the other ELA teachers to make sure they get the same content. Many

teachers have been trained in SIOP model and we are using that model which is very helpful to ELL students. The ESL teacher is also using Keys Learning series from Pearson Education which is very helpful for newcomers.

c. We have 19 ELL students receiving service 4 to 6 years. These students need help in reading and writing. The ESL teacher is using more advanced reading books like Keystones, Milestones and 3D.

d. We have 34 students who have been receiving service for more than 6 years. Most of these students have failed to reach the NYSESLAT modality benchmarks in reading and writing. With these students the ESL teacher and other teachers are working together to use scaffolding strategies. They are reading high leveled books. We also are working on better preparing them for the NYSESLAT.

6. For the students of ELL-SWDs we use instructional strategies such as small guided groups, visuals, computers, teen bees, smart boards. The ESL teacher and other teachers work one to one with these students.

7. We have given the ESL teacher a flexible schedule, so that she is able to service all the ELL students and also give the instructional time required for ELL-SWDs. In addition, she works closely with other service providers.

8. The ESL teacher pushes in and works together with the ELA, MATH and other content area teachers to make sure that the ELL students understand the content. The ESL teacher and other teachers plan together the lessons to make sure the needs of the ELL students are taken into consideration.

9. The former ELLs who have become proficient in English are supported with after school and Saturday Academy programs.

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

ELL Periodic assessments are administered during the school year. The school understands that the Periodic Assessments are good indicators of how well ELLs are progressing in English and how well they will perform on the NYSESLAT. Our ELLs continue to need many more experiences in the following genres: informational, literary as well as functional passages. They also need more familiarity with test formats: multiple-choice questions, short written responses, extended written responses, oral responses and a working knowledge on the use of rubrics in the development of their written responses.

Through professional development and observation feedback teachers will continue to become more aware that their instructional delivery should mirror the students' IEPs and/or learning modifications. It is how the students learn best. If an ELL with an IEP has extended time, use of glossary, questions read and reread, directions read, the teacher must model using these learning modifications during the instructional delivery. Teachers will continue to remind the ELLs that practicing these strategies will help him/her understand the topic.

ELE results give a clear picture of ELLs' vocabulary knowledge and understanding of words in context in Spanish. ELE Performance helps predict English reading performance. The reading skills are transferable from Spanish to English. The native language is also used to show similarities to the English language. ELLs are taught to recognize cognates and use them to create meaning. The ELE exam will be administered in the 2013-2014 school year.

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

All Beginner, Intermediate and Advanced level ELLs in grades 6, 7 & 8 demonstrated a clear deficiency in the NYSESLAT listening modality.

After sharing and reviewing the patterns, teachers' awareness heightens to the decision that there will be a focus on the listening modality, since language learning depends on listening. Teachers will conference with ELLs to share their individual NYSESLAT result, the importance of listening strategies and how it impacts their learning and performance.

Instructional practices will mirror the strategies that demonstrate how ELLs learn best.

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).

At MS 219X the teachers use instructional practices that make content more accessible and comprehensible for ELLs using SIOP practices inclusive of building background, relating the material to the students' cultural understanding, using language accessible to the students and emphasizing key vocabulary through a variety of activities. Additionally, the Science teacher (of the Bilingual class) provides multiple opportunities for discussion and comprehension development based on experiments conducted in class with readily available opportunities for students to analyze data, learn the scientific experiment method and build on their Native language skills.

As we identify our needs for our varying levels of ELLs they are grouped together for ESL periods and AIS additional periods for targeted instruction. For example our SIFE and Newcomer students are encouraged to participate in all afterschool and Saturday Academies to provide ample opportunities which extend beyond the school day to be exposed to English through meaningful and engaging activities. The SIFE and Newcomers receive more hours of ESL services from our ESL provider who focus on test sophistication by constantly exposing those students to test-like passages and comprehension development. The students read passages, deconstructing the language

and meaning from the text in order to make meaning and build familiarity with how to use reading strategies to answer test comprehension question. The 7 Keys to Comprehension are constantly are scaffolded into the lessons to ensure that the student are

1.a: ESL instruction is delivered through push-in/pull-out in accordance with students mandated minutes for ESL instruction aligned with language proficiency levels.

1b: All content-area classes are heterogeneously grouped and taught by highly qualified content-area teachers who have been trained in ESL and SIOP instructional strategies. ELL students are serviced by a licensed ESL teacher in a push in/pull-out program and are grouped according language proficiency levels.

2. In accordance with part 154, mandated instructional minutes are provided by a licensed ESL teacher. Our ESL teacher uses the NYSESLAT and modality reports to determine the number of minutes in instructional time that each child receives weekly. Beginner and intermediate students receive 360 minutes of ESL instruction weekly. Advance students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction weekly. Additionally, native language is supported through books on tape, classroom libraries and students are encouraged to use their native language in discussion with their peers and in some required writing assignments.

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6. For the ELLs who are SWDs, we use instructional strategies such as small guided groups, visuals,computers,teen beez,smart boards. The ESL teacher and other teachers work one to one with these students.

7. We have given the ESL teacher a flexible schedule, so that she is able to service all of the ELL students and also give the instructional time required for ELL-SWDs. In addition, she works closely with other service providers.

8 The ESL teacher push – in and work together with the ELA , MATH and other content area teachers to make sure that the ELL students understand the content .The ESL teacher and other teachers plan together the lessons to make sure the needs of the ELL students are taken into consideration.

9.The former ELLS who have become proficient in English are supported with after schook and Saturday Academy programs.

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

As part of making the learning more comprehensible for our students, all of our teachers have been trained in the following techniques: Use gestures and body language to help illustrate language. Speak clearly and pause often. Using repetition of key phrases and teaching students how to restate key ideas in their own words. Teachers are encouraged to write new vocabulary and key ideas on the board for those who especially need the audio-visual connection. The teachers frequently stop throughout their lessons to check comprehension and ensure learning throughout the lesson allowing students to ask questions and repair any breakdowns in meaning.

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

We have given the ESL teacher a flexible schedule so he is able to service all of the ELL students and also give the instructional time required for ELL-SWDs. In addition, she works closely with other service providers.

Courses Taught in Languages Other than English

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

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

Class/Content Area

Language(s) of Instruction

Class/Content Area

Language(s) of Instruction

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

After school classes and tutoring in ESL, ELA, Math, Science and Social Studies are offered to support the transition of ELLs. Bilingual dictionaries and visuals are used in content area classes to support content comprehension and mastery. Intervention Services are provided for all of our English Language Learners. The Extended Day/ After-School Program for Beginners and Intermediate ESL students takes place between 3:00 P.M. to 4:30 P.M. Tuesday, Wednesday and Thursday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking.

We also offer a Saturday Enrichment Program in which the ESL teachers utilize a balanced literacy instructional approach. Students participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a mini-lesson, an active engagement, a work period and a closing. The Advanced ELL students work through author, genre, and thematic studies. The beginning and intermediate ELL students will focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study. In addition, all ELL students are offered after school and Saturday programs in ELA, Math, and other content area subjects. All ELL students will also be offered a NYSESLAT preparation course after school in the spring semester.

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

Our current program can be more effective and is being revisited as to the focus we will make. The NYSESLAT results showed that more than half of our ELLs are at the beginner/intermediate levels. Further intense study into the modalities that are in need of improvement will drive the instructional planning that will help our ELLs reach proficiency. The listening modality benchmark was not reached by most ELLs/ and affects the results in the speaking, reading and writing modalities. 11 ELLs are bordering proficiency. Through careful student grouping based on skills in need of improvement, planning and instructional delivery will take place.

Although most of our ELLs read at different levels, even at the lowest reading level, the material we use to teach our students is high-interest and relevant to middle and high schoolers, and often has a focus on culture, current events, and social issues. With literature selections that focus on multiculturalism and diversity, the ESL teacher helps to support ELLs by increasing comprehensible input through a variety of ESL methods and teaching techniques. Even the simplest of picture books may be repositories of rich content, which can lead to discussions relating to the students lives. Lessons on content and vocabulary based on these books can lend themselves to projects that push the learner into greater self-expression, analysis, and application of English within the four modalities.

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

For the upcoming school year, a number of improvements are being considered for the ESL regular day and after school programs. For example, the ESL curriculum being developed this year has many content-area aspects, touching upon social studies, mathematics, and science. Achieve 3000 is a part of the ESL curriculum. We are focusing more on project-based learning this year, asking students to master vocabulary, grammar, content, and concepts through critical thinking and inquiry about leveled high-interest readings, using both prior and background knowledge. Students will produce various products using all four modalities of speaking, listening, reading, and writing. Students will compose essays, create PowerPoint presentations, and write on blogs. Students will also participate in activities that involve collaboration, such as the creation of posters, maps, and multimedia. In addition, we will continue to buy scholastic books to enrich our library. We will also purchase books in the students' native languages.

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

We don't plan to discontinue any of our programs for ELLs.

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

Our ELLs are afforded equal access to all school programs. Intervention Services are provided for all of our English Language Learners. The Extended Day/After-School Program for Beginners and Intermediate ESL students takes place between 3:00 P.M. to 4:30 P.M. Tuesday, Wednesday and Thursday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking. We also offer a Saturday Enrichment Program in which the ESL teachers utilize a balanced literacy instructional approach. Students participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a mini-lesson, an active engagement, a work period and a closing. The Advanced ELL students will work through author, genre, and thematic studies. The beginning and intermediate ELL students focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study. In addition, all ELL students are offered after school and Saturday programs in ELA, Math, and other content area subjects. They also participate in

all extra-curricular activities and are members of all school clubs. All ELL students will also be offered a NYSESLAT preparation course after school in the spring semester.

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

Every ELA, ESL and Social Studies classroom is equipped with a classroom-leveled library. Each classroom has a smartboard for teachers to help with visualization and reading, as well as laptops equipped with language acquisition and acceleration programs to be used in ESL classes. MS 219X recognizes that ELLs require specialized materials. The ESL teachers use books that are rich in content to promote language and conceptual development, and they are made accessible through the pictures or the print, so that students at all levels can benefit. The ESL teacher uses large visuals, graphic organizers, and other materials essential to making content comprehensible. The Keys to Learning and Milestones textbook series and A Cultural Reader has an interactive technological component and we also use Achieve 3000, to help students in their language development. We use supplemental materials from Pearson Education company.

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

In our TBE, our ELLs receive instruction from certified teachers using Q-Tel, SIOP and ESL strategies. In our Free-standing ESL program, our ELLs receive native language support through the use of bilingual dictionaries and bilingual content-area glossaries. Our special needs ELLs also receive additional native language support through the inclusion of bilingual paraprofessionals in their classroom, if necessary.

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

Our required services support and our resources correspond to our English language learners' varying ages, grade levels, and different levels of language proficiencies. Our ESL students are supported through required services in their content area subjects and content area instruction in the classroom by both the ESL teacher and classroom teacher. All ELLs are offered standard-based instruction according to their age and grade level.

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.

To assist our ELLs in their transition from elementary school to the middle school and from middle school to high school, MS 219X is considered to hold a Summer Orientation event in July in which newly enrolled students learn to acclimate themselves to the school community through team-building activities and a tour of the school. The Principal addresses ELLs during an assembly in which required testing, graduation requirements, and ELLs' right to extended time during testing are emphasized. In addition, students are assessed, and, using the results of these assessments, students with the lower scores are enrolled in a three-week Extended Summer Program in which they receive intensive instruction in ELA/ESL and Math.

18. What language electives are offered to ELLs?

None at this time.

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)?

Not Applicable

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.

One focus of the ELL PD Program is the development of speaking and listening skills for beginning English learners. All faculty including the SLT are trained on teaching the students to pronounce words clearly, follow oral directions and commands, and respond appropriately to oral questions. The students are taught to use target vocabulary and simple grammatical forms correctly while speaking on a variety of topics and in a variety of situations, such as spontaneous conversation, prepared dialogues, and impromptu and prepared speeches.

Another focus of the ELL PD Program is the development of writing skills for beginning English learners. Teachers and all pedagogical staff receive training on teaching simple and compound sentence structure, usage, and mechanics, and the correct use of target vocabulary in context is emphasized. Composition pieces introduced to the students include a brief personal narrative and/or poem, short summary of factual information, personal letter, brief personal information card, simple application, and explanatory paragraph, among others.

Another focus of the ELL PD Program is the development of oral and silent reading skills for beginning English learners. Teachers are trained in reciprocal reading strategies for both fiction and non-fiction. Extensive vocabulary, selected literary terms, and selected literary elements will be introduced. Students are taught to analyze both fiction and non-fiction for overall meaning and to use bilingual and English dictionaries and glossaries.

Teachers receive training on providing ELLs advanced reading strategies aligned to the common core standards. The study of literature is introduced by reading short stories, poetry, novels and/or plays. Students are taught to analyze the short story and poetry for literary elements, figurative language, and overall meaning. Effective oral and written communication skills are also taught.

Teachers are trained on ELL advanced writing that focuses on the development of English writing proficiency along with effective oral presentation skills and reading strategies. The composition pieces include the explanatory essay, summary, personal narrative, and personal letter. Students also learn to apply correct language conventions in their writing and locate resources in the library/media center.

Teachers are trained in the use of the SIOP model which contains a language and content objective for every lesson. Teachers have been trained in using Q-Tel strategies in their lessons.

Records are maintained by agenda, sign in sheets with minutes.

Our new monolingual teachers are in the process of completing the state mandated requirement of 7.5 hours in ESL training. All of our teachers are kept informed of other professional development opportunities focusing on second language acquisition, and effective ESL strategies and methodologies. During the month of February the staff will be involved in in-house workshops and professional development that create a rigorous learning environment that focuses on academic achievement and language development. (RBERN) Newsletter which contains a wealth of ESL information is available to teachers. In addition, classroom teachers have the opportunity to attend ESL workshops at the school, , New York State Association of Bilingual Education (NYSABE) Teacher Institute, and Teaching English to Students of Other Languages (TESOL).

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?

At MS 219X, we realize the importance of a strong home and school partnership. We work diligently to ensure that parents are involved in our school. Parents are part of our Leadership Team. Our Assistant Principal, Parent Coordinator and Parent's Association President collaborate to increase parent involvement. Parents participate in different activities organized by the school or the Parent Association such as meetings, parent-teacher conferences, workshops, school functions, homework assistance/tutoring, home educational enrichment, decision making, and other aspects of our school governance. etc. Some of them volunteer to chaperone on trips, field days, school dances, and other festivities.

Parents of ELLs are oriented to the programs we offer, as well as programs offered by the NYCDOE. They are informed of the ELL policies, as well as assessments, state standards, and school expectations and policies. We communicate regularly with parents through our monthly school calendar and PA meetings.

The concerns of all parents are openly discussed during monthly School Leadership Team meetings as well. Workshops are also conducted for the parents of ELLs to address their concerns. Bilingual staff is in attendance to provide translation. Parental notification of non English speaking parents is done through school personnel as mentioned above. The Principal's communications regarding rules, regulations as well as school information is done via translated memorandum. Our Parent Coordinator and the family workers who are on the school premises are available during the day for the Spanish speaking families.

We also access the translation unit's services for oral translation over the phone for languages other than Spanish. In this manner we are able to communicate to our non-English parents and students. ELL parents receive phone calls and letters from the ESL teacher that inform about the after school program and the student's progress. The ESL teacher often uses an over-the-phone interpreter when calling parents. The parent can arrange a meeting at any time to talk with the ESL teacher about progress and goals for the student. We evaluate the needs of parents through surveys and questionnaires in both English and Spanish. We make sure that the activities are based on parental interest gathered from surveys and questionnaires.

This year in order to enhance student literacy development we will provide a series of literacy workshops that actively engage parents in working directly with their children on literacy activities, e.g., teaching parents reading and writing strategies so that they could support homework assignment/projects at home. Another workshop we'd like to provide to the parents is teaching them how to use New York City as a resource. We will provide trips to expose parents to the rich resources available to them as being residents of New York City, e.g., museums, public library, Broadway theaters etc. By attending these workshops parents will be able to become more involved in helping their children improve their school work..

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: <u>MS219x</u>		School DBN: <u>09x219</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dominic Cipollone	Principal		
Ivan DeJesus	Assistant Principal		
Reginald Mays	Parent Coordinator		
Candida Mulero	ESL Teacher		
	Parent		
Maria Santos/Bilingual Teacher	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		

Natividad Cabrera	Guidance Counselor		
	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X School Name: 219

Cluster: 05 Network: 534

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

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

The data and methodologies used to assess our school's written translation and oral presentation needs consist of the following:

At registration we look at the language spoken by each parent when they complete different required forms:

- Parent Language Surveys asks parents in what language do they prefer written and oral correspondence.
- Student Registration Form through informal interview help us determine the language need of the parents.
- Home Language Identification Surveys(HLIS).
- The Language Allocation Policy(LAP) which contains information about ELL's by grade in each language group.
- The report of the place of birth (RPOB).
- Parent orientations and parents and students surveys.
- Emergency cards-parents' language preference is written on it as well as PTA meetings.

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.

In our school the majority of the students come from Hispanic descent so the language of the majority of the students is Spanish. We also have a few students that speak French and Arabic. Our Assistant Principal and Pupil Personnel Secretary are bilingual, Spanish and English speaking. Teachers are informed of the home language of their students and are provided translators as needed. We provide translators in Spanish and other languages at parent - teacher conferences.

Part B: Strategies and Activities

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

The written translation services that our school provides consist of the following;

- ELL Parent Orientation and Citywide Conferences
- Workshop information.
- Special forms like lunch forms, blue emergency cards, health and school flyers.
- Title III and after school applications.
- Promotion in Doubt Letters./Report Cards
- Promotional Criteria.
- Summer School Forms.
- After School and Saturday Programs.
- Testing information.
- Safety, disciplinary and legal matters.
- High School Information.
- In house translation if necessary.
- All documents distributed to parents and students will be in at least two languages

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

Our Assistant Principal, School Secretary, para-professionals and school aide speak Spanish. They are present and available any time needed. Our staff provides our oral interpretation services. We also use the Phone Messenger for communication. Our PTA and Parent workshops orientations are always communicated in English and Spanish, Administrators and teachers use the above personnel to communicate with the parents during the year for everything.

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>.

In order to fulfill section VII of the Chancellor's Regulations A-663 before opening the school we welcome the parents of the new comers to come to the school and we find out their language needs. During the first two weeks of Septemebr we make sure that every form needed for the parents and students is prepared in English and Spanish. We use the DOE forms available on the internet to communicate in writing with the parents who speak other languages. In our main hallway and main office we have signs in Spanish and English .We encourage the parents and students to use their own language.



Department of English Language Learners and Student Support

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>219</u>	DBN: <u>09X219</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: During School
Total # of ELLs to be served: <u>134</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: There are currently 333 students at MS219X of which 134 are ELLs. A demographic analysis of the ELL population indicates that 76 of these ELLs (57%) have less than 3 years of ELL instructional services. It is our goal that these ELLs will advance one proficiency level helping meet AMAO#1 and #2

For this reason, we have identified and targeted our newcomers with supplementary instruction during Saturday Academy.

Grade 0-3 Years of Service

6 19

7 27

8 30

Total 76

- Achieve 3000, a literacy-based program for reading and writing will be used for those ELLs who have been in the country for 2-3 years and have attained some English proficiency. This program will help them acquire academic language and content area vocabulary that is being used every day in the classroom. Students will use the computers independently to read text catered to their reading level. This will help support reading comprehension and other skills. It will also help them with developing and constructing essays, also aligned to the Common Core State Standards.

- Access- focuses on the big ideas in English through high-interest lessons in literature, writing, reading, and grammar; supports and scaffolds different levels of language proficiency while teaching core English content; provides oral language activities; complements classroom curriculum and builds academic vocabulary; offers step-by-step models and a highly visual design to make content more accessible for ELLs

- The content area teacher along with the ESL and bilingual teachers will conduct one on one conferencing to assess progress, provide clarification and differentiate based on students needs and will be using AMAO estimator tool to determine student deficiency and areas of improvement. They will track student progress and help teachers with next steps.

- ESL strategies will be utilized for support in comprehension in all 3 subject-areas.

- NYSESLAT-Additional experiences/test practices in the four modalities:

*Speaking: Graphic information

*Listening: Picture/sentence comprehension: dialogue & academic content

*Reading: Picture identification with simple question; short passages for comprehension

*Writing: Descriptive paragraphs, fact-based essays

Part B: Direct Instruction Supplemental Program Information

The language of instruction is English.

The 3-hour Saturday session is scheduled for 9am-12noon for approximately 12 weeks from December 2014- March 2015 and will be divided as follow: NYSESLAT test prep (1 hour), Language Arts (1 hour) and Math (1 hour)., conducted by 3 Bilingually licensed (Spanish- English) teachers.

During the school day:

The content area teacher, along with the bilingual certified teacher will work collaboratively everyday with the students to implement programs that will meet the needs of all of the students. i.e.

Beginners, intermediates and advanced students receive instruction in:

Achieve 3000-• Achieve 3000, a literacy-based program for reading and writing will be used for those ELLs who have attained some English proficiency. This program will help them acquire academic language and content area vocabulary that is being used every day in the classroom. Students will use the computers independently to read text catered to their reading level. This will help support reading comprehension and other skills. It will also help them with developing and constructing essays, also aligned to the Common Core State Standards.

Our goal is to ensure that these students advance in the targeted language and be able to communicate effectively with their teachers and peers throughout the school year. For students of other languages, we want them to be able to utilize their native language to help them in the process. ESL strategies will also be embedded in the instruction of all ELLs.

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:

The school's professional development program for Title III program teachers (bilingual teacher and content teacher) as well as other staff responsible for delivery of instruction and services to these targeted immigrant students will include the following PD focus:

- Promoting Academic Excellence for All Language Learners presented by Yazmin Torres, (CEI-PEA ELL Specialist) on from 2:20-3:40pm, date to be determined.
- ELL Student Data presented by Ivan De Jesus Assistant Principal at MS 219X.
- Spanish Literacy Instruction was presented by Lucia Buttaro, PhD at Fordham University in November from 8:00- 3:00pm . This session focused on decoding and developing word knowledge and

Part C: Professional Development

vocabulary.

- An Achieve 3000 representative conducts two professional development sessions (October & January) (3-4 hours/session) for all staff to help support them in the implementation of the program. Effective oral and written communication skills are reinforced through the Achieve 3000 program.
- The bilingual ESL coordinator will continue to attend ongoing PD's and turn key to the staff during faculty conferences and grade/subject weekly meetings. The ESL coordinator attends monthly professional developments presented by the network at Mercy College), which provides useful information that can be used for the ELL students. This information will also be turned key. The ELL coordinator will also continue to provide staff with PD opportunities and ELL strategies for vocabulary building. Future dates to be announced by the network.
- All of our teachers are kept informed of other professional development opportunities focusing on second language acquisition, effective ELL strategies and methodologies.
- Differentiated instruction Focus for ELLs: , CEI-PEA will observe, model and conference on December with Grade 6&7 Bilingual Teachers, (ELA & Social Studies) and Grade 8 Math & Science Bilingual Teacher.

Other professional developments are being planned and scheduled for the spring semester on the following topics:

- "Using Cognates to develop Language and Comprehension" PD will be presented by Betzaida Franco, RBERN resource specialist in January, exact date to be scheduled.
- Spanish Literacy Instruction will be presented by specialist at Fordham University on January. It will be attended by ESL teacher,they will in turn turn key information to the staff. This second session will focus on listening/speaking and writing in responding to text.

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:

Our school provides on-going parent workshops and meetings throughout the school year. The workshops are organized and presented by our ESL teachers, Parent Coordinator, PSO ELL Liasion and Guidance Department. The workshps are designed to address the academic, linguistic and social development of adolescent ELLS. The workshops sessions are on going and held during the school day, after school and on Saturdays. The topics include but are not limited to: MS 219 Parent Orientation for ELLs; Overview of the Title III Program; GED and ESL Classes, How Can I Help My Child Prepare for the NYSESLAT? High School Information for Middle School Parents and Middle School Transition. Parents

Part D: Parental Engagement Activities

are notified via Phone Messenger, email and a paper copy.

Part E: Budget

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

Allocation Amount: \$ _____

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