



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

**DRAFT – PENDING NYSED APPROVAL**

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

**12x271**

**School Name:**

**EAST BRONX ACADEMY FOR THE FUTURE**

**Principal:**

**SARAH SCROGIN**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: East Bronx Academy for the Future School Number (DBN): 12x271  
School Level: Secondary Grades Served: 6 - 12  
School Address: 1716 Southern Boulevard, Bronx, NY 10460  
Phone Number: 718-861-8641 Fax: 718-861-8634  
School Contact Person: Sarah Scrogin Email Address: sscrogin@schools.nyc.gov  
Principal: Sarah Scrogin  
UFT Chapter Leader: Tracy Tarter  
Parents' Association President: Madeline Cotto  
School Leadership Team  
Chairperson: Nicholas Lawrence  
Student Representative(s): Tariq Hinds

**District Information**

District: 12 Superintendent: Elaine Lindsey  
Superintendent's Office Address: 1 Fordham Plasa  
Superintendent's Email Address: elindse@schools.nyc.gov  
Phone Number: 718-861-5852 Fax: [718 741-7098](tel:7187417098)

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 562 Network Leader: Barbara Gambino

## 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:**

1. 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\*.
2. 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.\*\*
3. 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)
Sarah Scrogin	*Principal or Designee	
Tracy Tarter	*UFT Chapter Leader or Designee	
Madeline Cotto	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
Tariq Hinds Taylor Hedmonds	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jeremy Kaplan, Phipps Neighborhoods (Community School)	CBO Representative, if applicable	
Lilia Acevedo	Member/Parent (Brittany Ramirez)	
Sobeyda Severino	Member/Parent (Roberto Gonzalez)	
Marie St. Hilaire	Member/ Parent (Annabell St. Hilaire)	
Kimberly Strong	Member/ Parent (Courtney Strong)	
Jody Perez	Member/ Parent (Angel Matos)	
Nicholas Lawrence	Member/ UFT Lead Teacher	
Erick Odom	Member/ Model Teacher (PROSE)	
Gloria Vasquez-Melendez	Member/ Teacher (Dean)	
Steven Brady	Member/ Assistant Principal	
	Member/	
	Member/	

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> 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. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> 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. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> 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. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> 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, </li> </ul>	

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:

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

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

East Bronx Academy for the Future believes in preparing all of our students for a better future. We strive to keep as many of our students as possible from middle through high school and we actively recruit students from our local neighborhood, the poorest Congressional district in our nation. As a result of this policy, some of our highest risk students need an additional two years to graduate. We also have a strong commitment to our alumni, many of whom continue to work in the school while attending college or after graduating from college.

Much of our best work over the last 10 years – and this past school year -- has been made possible through state and Centrally-funded initiatives, including Community Schools, the Innovation Zone (iLearn and iZone360), the Expanded Success Initiative, and the Mentoring for Real Program (OSYD). Just as we focus on developing our students for a better future we also believe in developing our teachers into great teachers and leaders.

Over the last ten years, we are proud to report that our EBA teachers and Assistant Principals have become Network Leaders (1), Deputy Network Leaders (1), Principals (2), Assistant Principals (4), and Lead Teachers (4) who have touched the lives of students and teachers throughout our city.

Of course we also have our challenges. Our focus on serving all students means that we work with some of the most at-risk students in our city, a high percentage of whom are in the bottom third city-wide. We also welcome and make progress with many students with disabilities, including partnering for nine years with our fully-inclusive District 75 program as part of City-Wide Inclusion. We continue to need to improve course pass rates and attendance as well as proficiency levels for all grades, especially middle-schoolers, special education and English Language Learners.

We have developed a shared instructional focus outlined in our **"EBA Starts."** We believe that by using these shared instructional strategies in all of our classrooms, students and teachers will know what is expected in each class period and, more importantly in the context of Adult Learning, teachers will be able to received feedback from administrators, mentors and colleagues how to modify instructional strategies to increase learning. We emphasize the Danielson Framework for Teaching in our "EBA Starts," which remind teachers of our priorities:

- Teach students the skills they need to master tasks independently now and for the FUTURE.
- Figure out what students CAN do and teaching into the next level of the skill on which you're focusing.
- Give students the bulk of the period (30 minutes or more) to practice worthy objectives related to reading, writing, discussion and mathematical modeling.
- Check for understanding and re-teach as needed.
- Make sure students (not teachers) are the ones doing the work and making meaning.
- Praise students and build positive relationships with them by inviting them to engage intellectually and emotionally in learning and life.

The DTSDE Tenet in which we have made the most growth for the past year were Tenet 5: Student Social and Emotional Developmental Health, and Tenet 6: Family and Community Engagement.

The DTL Recommendations for focus this year are:

### **Tenet 2: School Leader Practices and Decisions**

- Continue to provide timely on-going, data-driven, evidence-based, actionable feedback to staff that is directly aligned to school-wide goals. School leaders should track this data to provide targeted on-going support and supplemental professional development in targeted areas. (2.4)

### **Tenet 3: Curriculum Development and Support**

- Develop and implement protocols and monitoring systems to make data driven decisions to adjust curricula to support the CCLS instructional shifts and the NYS content standards. Ensure higher-order thinking skills and complex materials are consistently present by providing necessary supports and extensions for all groups of students (including special education and English language learners) across core content areas and grades. Focus meeting time on the rigorous implementation of the CCLS and ongoing use of data to adjust curricula to ensure growth in student achievement. (3.3)

### **Tenet 4: Teacher Practices and Decisions**

- Consistently use CCLS-aligned instructional practices to develop coherent unit and lesson plans that include higher-order thinking skills and content complexity which lead to high levels of student engagement and achievement, and include multiple points of entry for all students (including special education and English language learners). School leaders should ensure that these practices are applied consistently across all classrooms, and that the impact on learning and instruction is frequently evaluated. (4.3)

Source: Focus School Recommendations for 12x271 2013-14, Division of Teaching and Learning

## 12X271 School Information Sheet

School Configuration (2014-15)

Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	626	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	28	# SETSS	N/A	# Integrated Collaborative Teaching	24
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	6	# Drama	3
# Foreign Language	15	# Dance	2	# CTE	N/A
School Composition (2013-14)					
% Title I Population	87.3%	% Attendance Rate			84.0%
% Free Lunch	89.0%	% Reduced Lunch			3.5%
% Limited English Proficient	10.7%	% Students with Disabilities			28.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			29.1%
% Hispanic or Latino	68.5%	% Asian or Native Hawaiian/Pacific Islander			1.8%
% White	0.5%	% Multi-Racial			0.2%
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)			34.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)			8.9
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.6%	Mathematics Performance at levels 3 & 4			15.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	53.2%	Mathematics Performance at levels 3 & 4			52.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	68.6%	% of 2nd year students who earned 10+ credits			80.2%
% of 3rd year students who earned 10+ credits	71.0%	4 Year Graduation Rate			80.0%
6 Year Graduation Rate	78.4%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
<b>Accountability Status – High Schools</b>					
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	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
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	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (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				

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

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

### Part 1 – Needs Assessment

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

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

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

We have collaborated with the Teachers and Writers Reading and Writing Project [as well as New Visions, CUNY/NSF and College Prep Math] in ongoing curricula development. However, our 2013-14 Quality Reviewer found that planned tasks are not always aligned to Common Core Learning Standards, and units of study and lesson plans do not always integrate the higher order thinking questions and skills that promote college and career readiness. The reviewer also found that curricula maps, unit plans, and lesson plans provided evidence of limited planning of scaffolds or multiple entry points. She also found that our EBA lesson model is not implemented in a consistent manner across classrooms visited.

Among our most pressing needs in this area are:

- Increase consistency across classrooms of the use of the EBA lesson format.
- Increase adherence to our instructional focus as described in the EBA “Starts,” especially as this connects to higher order thinking and making meaning.
- Improve collaboration within and across grades and subjects to align to school instructional focus and describe in the EBA “Starts,” especially with regard to the focus on students being the ones to make meaning in the classroom as evidenced by their work around reading, writing, discussion and mathematical modeling.
- Align all curriculum to the Common Core Learning Standards.
- Improve our use of data across all grades and subject to reflect the work done in the middle school data cycles.

**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.

**Specific Annual Goal: We will improve curriculum development and support and teacher practices as measured by the Danielson Rubric in all grades and subjects.**

Measurable: By June, 2015, 90 percent of teacher practices visited and curriculum pieces reviewed will be effective or highly effective as measured by the Danielson rubric during visits by colleagues, administration, supervisors and quality reviewers.

Achievable: This goal is achievable because we have instituted new peer coaching and team leadership by model teachers as well as continued our existing curricular partnerships.

Relevant: This goal is relevant because it links to the tenets outlined in our SQR and Focus School recommendations and will result in improved teaching and learning for our students.

Time Bound: This is time bound because it will be concluded by June 2015.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><u>English Language Arts: Middle School:</u> We partner with <i>Teachers College Reading and Writing Project</i> to increase student mastery, especially with regard to preparing students for the Common Core Standards based on TCRWP’s new work titled <u>Pathways to the Common Core</u>.</p> <p><u>English Language Arts: High School:</u> We have adapted Odell Education units from Engage New York for grades 9 – 12 and integrated them with some of our existing teacher-created curriculum units. This work has been led by our high school English team leader Ana Patejdl, who is a NYC Common Core Fellow experienced in curriculum design and instruction.</p> <p><u>Mathematics: Middle &amp; High School:</u> We adopted the Common Core aligned “<i>College Preparatory Mathematics</i>” in grades 6 – 12. Additionally, we partner with the Silicon Valley Math Initiative, <i>Accessing Algebra Through Inquiry (A2i)</i>, through our PSO New Visions for Public Schools to work on Common Core aligned performance tasks. We also work with the <i>CUNY Math &amp; Science Project</i> to train peer tutors to work with our algebra students, which is aimed at improving both the tutors’ and tutees’ scores.</p>	<p>All students, all subjects</p>	<p>September 2014 – June 2014</p>	<p>Principal &amp; Assistant Principals, Lead and Model Teachers</p>

Science & Social Studies: Middle & High School: We augment our teacher-created curriculum units with curriculum materials from <i>Teachers College Reading and Writing Project</i> and <i>Odell Education</i> . Our middle school science teachers use Common Core aligned rubrics to assess their students' writing. High school science teachers work closely with professors from Hunter College around student misconceptions via the <i>CUNY Math &amp; Science Project</i> which trains peer tutors to work with our chemistry and physics students, which is aimed at improving both the tutors' and tutees' scores and science foundations.			
We have partnered with <i>The Achievement Network (ANet)</i> to provide (middle school) Interim Assessments and coaching on the data cycle for all of our teachers. We are using mathematics assessments developed by <i>AZi</i> in Algebra and Geometry and teachers meet together to discuss students' results and plan re-teaching lessons. Our TCRWP coach works with Administration and our teacher teams to review student work and plan instruction aimed at moving students along the reading and writing progressions. We use Interim Assessments, Running Records (grades 6 – 8), and Performance Series/Scantron (grades 9 – 12) to gauge students' progress. Our EBA lesson template requires teachers to check students' understanding during each lesson and re-teach as necessary.	All grades and subject areas	September – June 2015	Principal & Assistant Principals, Lead and Model Teachers
We assign Lead and Model teachers to coordinate subject and grade team meetings and coach colleagues on instructional practices.	All Teachers	August 2014 – July 2015	Lead and Model Teachers
We have partnered with New Visions for Public Schools to improve our Global Studies curriculum and instruction via a pilot program.	Global history teachers and students	August 2014 – July 2014	Global History Teachers
We send teachers to QTEL (Quality Teachers of English Language Learners) and partner with RBERN to improve instruction for ELL students.	ELL Students 6 - 12	Summer 2015	ELL Teachers, Subject Area Teachers

#### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teachers College Reading and Writing Project Coach & Professional Development Sessions for Teachers and Leaders New Visions for Public Schools Instructional Coaches in Mathematics & Global History Achievement Network Coach & Professional Development Sessions Lead and Model Teachers (Peer Coaching) via PROSE/UFT Assistant Principal for Instruction

#### Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
x	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	x	Title III		P/F Set-aside	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
The Achievement Network - \$25,000 Grant Funding -- \$20,000 We are using grant funding from New Visions for Public Schools to support mathematics curriculum and instruction. We have received funds from the Office of Teacher Leadership and PROSE to support the													

work of our Lead and Model teachers, who facilitate professional development sessions and coach colleagues to improve teaching and use of data.

QTEL Professional Development - \$11,200

**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.

We monitor progress quarterly at our Leadership Team meetings and ask all teachers to complete a mid-year self-assessment on the Danielson Rubric and to reflect on their progress toward goals and set/adjust goals for spring term. Our mid-year reviews began the week of December 8<sup>th</sup> and will run through January 30<sup>th</sup>, culminating in a whole-school progress monitoring and goal setting session on February 2<sup>nd</sup>.

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

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

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

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

**Part 1 – Needs Assessment**

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

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

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

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

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

EBA schools structures and culture are designed to create a safe and inclusive school culture where high expectations are regularly communicated to students, staff and families. This is an area in which we have made great strides over the past two years, yet where we still have far to go. Many of our students are in need of more extensive support in terms of health, mental health and emotional support than we are currently providing. We have partnered with ESI, OSYD and Phipps Neighborhoods to improve our culture.

Over the past several years, we focused on creating a culture of learning by instituting a Restorative Practices approach to school discipline based on the work of Dr. Stuart Ablon and others. We received support from the Office of Safety and Youth Development via the Mentoring for Real Program to train our teachers in restorative practices, including restorative circles and collaborative problem solving. Many of our teachers are certified in these approaches and we plan to continue this professional development work until all teachers have been reached.

Our school has also benefitted from funding from the Expanded Success Initiative, which is aimed at improving college and career readiness for black and Latino young men. Through this initiative we are working to develop a scholar athlete program, increase students’ attendance and course pass rates, and double the time for Algebra in the 9th grade.

Still we have many challenges, including low attendance (84%), poor credit accumulation (especially among the school’s lowest third), and some lack of engagement/acting out by students who have not mastered school appropriate behaviors.

Finally, it is worth noting, we are partnering with our Public School Support Organization, New Visions for Public Schools

to develop cloud-based data systems to better communicate and facilitate our attendance and advisory work.

According to our Quality Review and DTL Feedback, among the areas we need to continue to improve are:

**Tenet 5: Student Social and Emotional Developmental Health**

- Continue to utilize a deliberate distributive leadership system, understood and followed by all staff members, that allows each student to be well known by a designated adult to positively reinforce academic success for all students. Continue to allocate resources to support systems to support social and emotional developmental health and student interventions. (5.2)

**Tenet 6: Family and Community Engagement**

- Continue to share data and integrate data systems among school leaders, student support professionals, program coordinators (including the Community School Director) and community agencies to identify family needs, target appropriate student strategies and enhance community partnerships. Provide PD opportunities for families to understand how to read, use, and analyze school and student data to enable them to better understand and support their children’s education. (6.5)

Source: DTL Recommendations for Focus Schools, Spring 2015; Quality Review 2013-14; HS Quality Guide 2013-14

**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.

Specific Goal: By June 2015, 95 percent of students and families will have engaged in at least one school culture initiative.

Measurable: This is measurable because our Parent Coordinator and our Community School Director are collaborating with school “staffulty” to tracking student and parent participation in our community engagement.

Achievable: This is achievable because we currently have approximately 60 percent engagement.

Relevant: This is relevant because engagement is a crucial first step to making gains on other measures, such as student achievement and wellness.

Time-Bound: This is time bound because we plan to achieve 95 percent engagement by June 2015.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 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	<b>Target Group(s)</b> Who will be targeted?	<b>Timeline</b> What is the start and end date?	<b>Key Personnel</b> Who is responsible for implementing and overseeing the activity/strategy?
We have become a Community School. More information in Section 5.	Whole school & community	January 2014 – June 2018	Principal, Partner Liason, CS Director, CS Staff, Parent Coordinator

We have partnered with the Sports & Arts Foundation and Teaching Matters, Inc. to improve reading and math skills and wellness for middle school students.	Middle school ELA and Math Tier 1 Students	September 2013 – June 2016	Principal, AP, SASF Director, TMI Coach, SASF Staff
We have partnered with the Expanded Success Initiative to promote college and career readiness among our black and Latino young men. This included training for teachers, parents and students in culturally relevant education.	Black and Latino males in cohorts 2016 – 2018)	September 2013 – June 2015	Principal, ESI Team, Guidance Counselors
We have partnered with the Office of Youth Development via the “Mentoring for Real Grant” to target improvements young men at risk of dropping out or involvement with the justice system. This includes work around Restorative Practices/Restorative Justice, mentoring and social work support. This also included training for teachers, parents and students in Restorative approaches.	Young men who have a record of OORS incidents and/or are at risk, grades 6 – 12.	September 2012 – June 2015	Principal, MFR Team, Guidance Counselor, Social Worker, Social Work Interns

**Part 4 – Resources Needed**

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

- SASF Director and Staff
- Mentoring For Real Social Worker, Interns and Professional Developer

**Part 5 – Budget and Resource Alignment**

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

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

21<sup>st</sup> Century Grant in Partnership with Teaching Matters - \$317,764.00 per year for three years.  
 ESI Grant via Office of Multiple Pathways - \$300,000 over three years  
 MFR Grant via OSYD – In Kind Support  
 Guidance Per Session for Collaboration with Partners, Parent Outreach, etc - \$6,106

**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.

Because many of these initiatives are grant-funded, we monitor progress on regular, but slightly different time-tables according to the demands of the grant. We monitor progress around attendance, participation and justice monthly at our School Leadership Team meetings , culminating in a whole-school progress monitoring and goal setting session on February 2<sup>nd</sup>, which will monitor progress toward our goal of 90 percent engagement with a program.

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

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



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

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

### Part 1 – Needs Assessment

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

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

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	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.

We have been working hard, in collaboration with our curricular partners, to improve instructional strategies and practices as measured by the Danielson Rubric and aligned to the Common Core Learning Standards. Still, our School Quality Reviewer found we have significant work to do in this area including:

- Strengthen pedagogical practice across grades and subjects so that lessons include multiple entry points for all students to ensure that diverse learners demonstrate critical thinking and high levels of participation. (1.2)
- Improve teacher practice in the analysis and use of data from summative assessments as well as daily checks for understanding to inform effective and timely instructional adjustments that meet all students' learning needs. (2.2)

School Quality Review 2013 -14

### 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.

**Specific Annual Goal: We will increase the degree of Collaborative Teaching as measured by the Danielson Rubric in all grades and subjects.**  
Measurable: By June, 2015, 90 percent of teachers visited will be effective or highly effective with regard to Collaborative Teaching as measured by the Danielson rubric during visits by colleagues, administration, supervisors and quality reviewers.

**Achievable:** This goal is achievable because we have instituted new peer coaching and team leadership by model teachers as well as continued our existing curricular partnerships.

**Relevant:** This goal is relevant because it links to the tenets outlined in our SQR and Focus School recommendations and will result in improved teaching and learning for our students.

**Time Bound:** This is time bound because it will be concluded by June 2015.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
Teachers College Reading and Writing Project Professional development and coaching for teachers, principal and assistant principal.	Middle and High School ELA Students	July 2014 – August 2015	TCRWP Coach, Assistant Principal for Instruction, Lead Teachers
We have partnered with CUNY and the National Science Foundation to implement a Teaching Assistant Scholar (TAS) program aimed at improving proficiency in Algebra, Chemistry, Physics and Computer Science with a specific focus on student inquiry. This includes a summer component for students and teachers.	Algebra, Chemistry, Computer Science and Physics students	July 2014 – August 2015	Model Teacher & Algebra, Chemistry, Computer Science and Physics Teachers
Teachers are organized in grade and subject area teams with 1.5 hours each of collaborative planning/professional development time via our PROSE schedule. This work is led by UFT Lead Teachers & PROSE Model Teachers.	All teachers, All grades	September 2014 – June 2015	Principal, AP's, Lead and Model Teachers
New Visions for Public Schools Instructional Coaches support teachers in mathematics & Global History.	Mathematics students 6 – 12, Global History Students	July 2014 – August 2015	NV Instructional Coaches (3), Principal, Lead & Model Teachers

**Part 4 – Resources Needed**

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

We have a special schedule via PROSE for teacher Professional Development. Lead teachers have release time for instructional coaching. Lead and Model Teacher receive salary increments as per DOE/UFT memorandum.

**Part 5 – Budget and Resource Alignment**

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

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

**Part 6 – Progress Monitoring**

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

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

We monitor progress quarterly at our Leadership Team meetings and ask all teachers to complete a mid-year self-assessment on the Danielson Rubric and to reflect on their progress toward goals and set/adjust goals for spring term. Our mid-year reviews began the week of December 8<sup>th</sup> and will run through January 30<sup>th</sup>, culminating in a whole-school progress monitoring and goal setting session on February 2<sup>nd</sup>.

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

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

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

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

### Part 1 – Needs Assessment

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

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

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

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

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

Our School Quality Reviewer and our Needs Assessment found that this is an area in which we are effective. She wrote, “The principal’s effective use of budget, scheduling, and teacher time, is aligned with the school’s instructional goals to promote teacher development and engage students in meaningful work. (1.3)

Among things we do well she wrote:

Budgetary allocations are used to provide ongoing one-to-one teacher coaching through the establishment of two United Federation of Teachers’ (UFT) lead teacher positions, and the hiring of two part-time coaches who facilitate teacher team meetings and job-embedded professional development for teachers. In addition, funds for substitute teachers allow for coverage when teachers attend off-site professional development.

Early release half-days are strategically scheduled to support the Achievement Network (A-Net) and high school data cycle. Funded partnerships with Teachers College Reading and Writing program (TCRWP) provide middle school interim assessments, and the A-Net supports teacher professional development in data analysis. Participation in the i-Zone, Connected Learning, and the Expanded Success Initiative (ESI) further builds teacher capacity to plan for rigorous learning experiences that engage students in the creation of meaningful work products.

o A thoughtfully developed instructional schedule provides for a broad range of teacher team meeting time, including time for daily common planning. Grade-level teacher teams meet three times each week for ‘Kid Talk’, ‘Teacher Talk’, and ‘Team Talk’ where teachers use protocols to track student progress, assess lessons, unit plans, and performance tasks, determine text complexity of reading materials, and refine interim assessments. Content area teacher teams meet

once per week, review work products, identify learning gaps, and plan for re-teaching of skills not yet mastered. The lead teachers, part-time coaches, and instructional specialists from the New Visions Network support teacher team capacity building. As a result, teachers plan rigorous Common Core aligned units in each core content area, building instructional practice to engage students in higher order thinking and productive struggle.

The quality review found, however, that some of this vision is implemented inconsistently across classrooms, teams and throughout the school, especially for special education and English Language Learners. The reviewer recommended we:

Improve teacher practice in the analysis and use of data from summative assessments as well as daily checks for understanding to inform effective and timely instructional adjustments that meet all students' learning needs. (2.2)

SOURCE: Doe Quality Review 2013-14

### 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.

Effective School Leadership Goal:

Specific Goal: Improve the Effectiveness of School leadership so that leaders better supervise teachers, team leaders, coaches and partners across all grades and subject areas to more consistently implement our instructional vision as measured by the EBA “Starts” and by the Danielson Rubric as well as by the School Quality Review and Principals Performance Observations.

Measurable: By June 2015, 90 percent of teachers observed will move at least one level on the Danielson rubric (except in areas where they are already effective). 90 percent of team meetings and classes will regularly follow the EBA start. 90 percent of classes will use the EBA lesson template.

Achievable: This goal is achievable because we have already seen progress in teachers effectiveness and we predict we will meet or exceed the 90 percent goal by June.

Relevant: This goal is relevant because increasing teacher leadership and collaborative time around our instructional focus will lead to more effective teaching and to better student outcomes.

Time-Bound: We plan to meet this goal by June 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<i>We use cycles of frequent observation and feedback to improve Teacher Pedagogy &amp; Effectiveness (Quality Statement 1.2) based on Paul Bambrick-Santoya's Leverage Leadership. Each of our Lead and Model Teachers is responsible for coaching teacher colleagues to improve their performance on selected components of the Danielson Framework and the implementation of the <b>EBA Starts</b> including the creation of meaningful student work products and the on-going collaborative review of these products by teachers and students. Administrators also serve as coaches for some teachers, and, of course observe all teachers classes throughout the year depending on their observation option.</i>	All teachers	August 2014 – June 2015	Administration, Leadership Team, Lead and Model Teachers

We have instituted weekly Leadership Team Meetings to develop our leaders' capacity to move teachers' instructional practices. Model Teaches also receive Leadership Coaching from the Office of Teacher Leadership.	Leadership Team Teachers	Thursdays 3:15 – 4:15, August 2014 – June 2015	Administration, Leadership Team, Lead and Model Teachers
Principal and AP and Lead Teacher attend Kim Marshall Working Group for Teacher Effectiveness. We focus with other school leaders on implementing effective levers of school reform and on observation and feedback cycles.	AP, Principal, Lead Teacher	Monthly October 2014 – June 2015	Principal, AP, Lead Teacher
Principal, Leadership Team and Guidance Team receive leadership support and coaching from New Visions for Public Schools.	Principal, AP's, Leadership Team, Guidance Team	Bi-monthly July 2014 – July 2015	Principal, AP's, Leadership Team, Guidance Team

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Administrative Team (Principal, Instructional AP, Organizational AP) New Visions for Public Schools Support Organization Coach UFT Lead Teachers PROSE Model Teachers + Office of Teacher Leadership Coaching Kim Marshall Coaching for Working Group 1.5 Hours Weekly Professional Development for Leadership Team

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
x	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>	x	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													
Per Session (Training Rate) for Leadership Team Professional Development Lead Teacher/Model Teacher Funding from Office of Teacher Leadership Tax Levy for PSO Support													

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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.				
We monitor progress quarterly at our Leadership Team meetings and ask all teachers to complete a mid-year self-assessment on the Danielson Rubric and to reflect on their progress toward goals and set/adjust goals for spring term. Our mid-year reviews began the week of December 8 <sup>th</sup> and will run through January 30 <sup>th</sup> , culminating in a whole-school progress monitoring and goal setting session on February 2 <sup>nd</sup> .				
<b>Part 6b.</b> Complete in <b>February 2015</b> .				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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

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

### Part 1 – Needs Assessment

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

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

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	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.	D
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.

We are a Community School in partnership with Phipps Neighborhoods. We have identified many areas in which we need additional work and support for our students and community. Among the most pressing needs are:

- College and Career Readiness & Connections to Work Opportunities
- Extra Curricular Programming & Enrichment Activities
- Medical and Mental Health Support
- Language and Technology Classes

We are also working with Phipps, DOE OSYD and New Visions to systematize data collection for this initiative based on our Quality Review recommendation:

Tenet 6: Family and Community Engagement

- Continue to share data and integrate data systems among school leaders, student support professionals, program coordinators (including the Community School Director) and community agencies to identify family needs, target appropriate student strategies and enhance community partnerships. Provide PD opportunities for families to understand how to read, use, and analyze school and student data to enable them to better understand and support their children’s education. (6.5)

Source: DTL Recommendations for Focus Schools, Spring 2015

## 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.

**Specific Goal:** By June 2015, 95 percent of students and families will have engaged in at least one Community School initiative.

**Measurable:** This is measurable because our Parent Coordinator and our Community School Director are collaborating with school “staffulty” to tracking student and parent participation in our community engagement.

**Achievable:** This is achievable because we currently have approximately 60 percent engagement.

**Relevant:** This is relevant because engagement is a crucial first step to making gains on other measures, such as student achievement and wellness.

**Time-Bound:** This is time bound because we plan to achieve 95 percent engagement by June 2015.

## Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>5. Strategies to increase parent involvement and engagement</li> <li>6. Activities that address the Capacity Framework element of Trust</li> </ol>			
We have partnered with Phipps Neighborhoods to obtain TWO community schools grants to improve student, parent and community engagement school-wide.	All students	January 2014 – June 2015	Principal, Partner Organization Staff, Community School Director, Parent Coordinator, CS Staff
We provide Adult ESL classes and parent workshops for ELL and other parents.	ELL parents	September 2014 – June 2014	ESL Teachers
We are a founding member of our local “Synergy” Community Improvement Association and collaborate on community projects.	Crotona Park East Community	Ongoing	Parent Coordinator, Community Partners
We engage other small schools as the founding member of BRASS, the Boston Road Alliance of Small Schools and also participate via ESI funding in the Small Schools Athletic League to promote “scholar athletes.”	Student athletes	Ongoing	AP for Organization, Coaches

## Part 4 – Resources Needed

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

We adjusted our schedule to better accommodate professional development and youth development in partner with our community school partners this year. We’ve added and/or maintained significant human resources including Community School Director and Staff.

**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.

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

We have obtained two Community Schools Grants in Partnership with Phipps Neighborhoods: NY State Community Schools Grant for \$500,000 for three years and NYC AIDP Community School Grant for \$328,186.

**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.

We monitor progress around attendance, participation and justice monthly at our School Leadership Team meetings , culminating in a whole-school progress monitoring and goal setting session on February 2<sup>nd</sup>, which will monitor progress toward our goal of 90 percent engagement with a Community School program.

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	High School: Below grade level reading and/or not yet passed Regents Middle School: Level 1 on test and/or did not make 3 levels reading progress on Fountas & Pinell Running Record	Guided Reading, Reading Plus fluency builder, Wilson, Rewards, Great Leaps	Small Group and/or One-to-One	After School & During School Day
<b>Mathematics</b>	High School: Below grade level mathematics and/or not yet passed Regents Middle School: Level 1 on test and/or did not make 3 levels progress on Performance Series	Math fluency (e.g. Great Leaps), strategy building, etc	Push in, small group, One-to-One	After School & During School Day
<b>Science</b>	High School: Did not yet passed Regents; or failing core subject Middle School: Poor performance on MOSL and/or course grades	Tutoring, small group instruction	Push in, small group, One-to-One	After School & During School Day
<b>Social Studies</b>	High School: Did not yet passed Regents; or failing core subject Middle School: Poor performance on MOSL and/or course grades	Tutoring, small group instruction	Push in, small group, One-to-One	After School & During School Day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Below grade level and/or at-risk due to parent or teacher referral or other indicator (e.g. foster child)	Group and individual counselor	Small group, One-to-One	During School Day



## 12X271 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	626	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	28	# SETSS	N/A	# Integrated Collaborative Teaching
				24
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	6	# Drama
# Foreign Language	15	# Dance	2	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	87.3%	% Attendance Rate		84.0%
% Free Lunch	89.0%	% Reduced Lunch		3.5%
% Limited English Proficient	10.7%	% Students with Disabilities		28.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		29.1%
% Hispanic or Latino	68.5%	% Asian or Native Hawaiian/Pacific Islander		1.8%
% White	0.5%	% Multi-Racial		0.2%
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)		34.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)		8.9
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.6%	Mathematics Performance at levels 3 & 4		15.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	53.2%	Mathematics Performance at levels 3 & 4		52.4%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	68.6%	% of 2nd year students who earned 10+ credits		80.2%
% of 3rd year students who earned 10+ credits	71.0%	4 Year Graduation Rate		80.0%
6 Year Graduation Rate	78.4%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (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			

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6 Year Graduation Rate	78.4%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (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			

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

We are dedicated to recruiting, retaining and supporting high quality teachers for our students. Among the ways that we do this are by:

- **Maintaining a Hiring Team and Focusing on High Quality Hires**

We have a carefully calibrated hiring process that goes from phone screens to demo lessons to "wooing" high quality teachers to work at our school. Many of the best members of school staff as well as students and parents participate in this process, which is intended to get the best possible teachers to work with our students.

**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).

- **Providing team-based and external professional development and support**

We have intensive team-based and external professional development opportunities. Our teachers participate in at least five-hours per week of "common planning" in subject area and grade teams, in which they are supported by lead teachers and team members in working toward individual teacher and teacher team goals. We also provide external coaches and professional development opportunities (e.g. Teachers College, AVID, QTEL, CUNY MSP, New Visions LDC and A2i, and many more). Teachers receive extensive mentoring and support. They meet regularly in a new teacher group run by fellow teachers and they work regularly with their assigned mentors, including the

mentor watching their class and giving feedback aligned to Danielson.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

n/a

**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).

n/a

**Part 4: SWP Schools Only**

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

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

n/a

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

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

We have a MOSL Committee and we discuss assessment regularly at our School Leadership Team meetings.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

Title I Part A (Basic)	Federal	\$532,931	x	18
Title I School Improvement 1003(a)	Federal	n/a	n/a	n/a
Title I Priority and Focus School Improvement Funds	Federal	\$127,708	X	27
Title II, Part A	Federal	n/a	n/a	n/a
Title III, Part A	Federal	\$11,200	X	25
Title III, Immigrant	Federal	n/a	n/a	n/a
Tax Levy (FSF)	Local	\$3,233,815	X	22

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

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

*(Required for All Title I Schools)*

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

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

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

---

East Bronx Academy for the Future 2014-2015 academic school year

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. **East Bronx Academy for the Future**, 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. **East Bronx Academy for the Future** will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

**School-Parent Compact (SPC) for East Bronx Academy for the Future**

East Bronx Academy for the Future 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.



**SCHOOL-PARENT COMPACT**

East Bronx Academy for the Future

**1716 Southern Boulevard**

*Bronx, NY 10460*

*Phone: 718-861-8641*

*Fax: 718-861-8634*

*Sarah Scrogin, Principal*

Catherin Mitchell, Assistant Principal

Steven Brady, Assistant Principal

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**The Parent Compact is designed for EBA and families to work cooperatively to provide for the successful education of children agree to:**

<b>THE SCHOOL AGREES</b>	<b>THE PARENT/GUARDIAN AGREES</b>
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<p>To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>To offer a flexible number of meetings at various times, if necessary, and funds if available, to provide transportation, childcare or home visits for those parents who cannot attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about <u>all</u> programs (at least 10 days in advance).</p> <p>To provide performance progress reports for each child and other pertinent individual and school district education information.</p> <p>To provide high quality curriculum and instruction.</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> <li>• Parent-teacher conferences at least twice annually</li> <li>• Monthly reports to parents on their children's progress</li> <li>• Reasonable access to staff</li> <li>• Opportunities to volunteer and participate in their child's class</li> <li>• Observation of classroom activities</li> </ul> <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies.</p>	<p>To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.</p> <p>To participate in or request technical assistance training that the local education authority or school offers on child rearing practices, teaching, and learning strategies.</p> <p>To work with his/his child/children on schoolwork; ensure that they read for 25 to 30 minutes per day.</p> <p>To monitor his/her child/Children's:</p> <ul style="list-style-type: none"> <li>• Attendance at school</li> <li>• Check grade book wizard at least once a week to make sure all assignments are current; and to communicate with their teachers</li> <li>• Homework</li> <li>• Documents sent home through back pack and through the mail.</li> </ul> <p>To share the responsibility for improved student achievement.</p> <p>To communicate with his/her child/children's teachers about their educational needs.</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</p> <p>To have at least one other parent phone number to have a support, connection, and to encourage to attend workshops, meeting, and Parent Teachers Conferences.</p>
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\_\_\_\_\_  
 • Signature of Principal/Teacher

\_\_\_\_\_  
 Signature of Parent/Guardians

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

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

## Part I: School ELL Profile

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

District <b>12</b>	Borough <b>Bronx</b>	School Number <b>271</b>
School Name <b>East Bronx Academy for the Future</b>		

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

Principal <b>Sarah Scrogin</b>	Assistant Principal <b>Catherine Mitchell</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ESL Teacher <b>Brendaly Torres</b>	Guidance Counselor <b>Yolanda Nieves</b>
Teacher/Subject Area <b>Erick Odom</b>	Parent <b>Carmen Ramirez</b>
Teacher/Subject Area <b>Gloria Melendez</b>	Parent Coordinator <b>Marilyn Johnson</b>
Related Service Provider <b>Ellen Rosman</b>	Other <b>n/a</b>
Network Leader(Only if working with the LAP team) <b>n/a</b>	Other <b>n/a</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>615</b>	Total number of ELLs	<b>68</b>	ELLs as share of total student population (%)	<b>11.06%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	23
SIFE	7	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	38

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	7	4	3	8	2	6	15	1	14	30

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>7</b>	<b>4</b>	<b>3</b>	<b>8</b>	<b>2</b>	<b>6</b>	<b>15</b>	<b>1</b>	<b>14</b>	<b>30</b>
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

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

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							9	10	4	11	11	8	9	62
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2		2	1				5
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>10</b>	<b>6</b>	<b>12</b>	<b>11</b>	<b>8</b>	<b>9</b>	<b>67</b>

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							5		1	1		1	2	10
Intermediate(I)							2	2		5	4	4	4	21
Advanced (A)							4	7	5	6	7	3	3	35
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>9</b>	<b>6</b>	<b>12</b>	<b>11</b>	<b>8</b>	<b>9</b>	<b>66</b>

**NYSESLAT Modality Analysis**

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

**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	6	1			7
7	9	1			10
8	5				5
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	6	3							9
7	1	2	5		1				9
8	1		4						5
NYSAA Bilingual (SWD)									0

**NYS Science**

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	17		3	
Integrated Algebra	25		11	
Geometry	1		0	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	6		0	
Living Environment				
Physics	1		0	
Global History and Geography	25		10	
US History and Government	25		8	
Foreign Language	6		5	
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.  
Paste response to questions here:
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Paste response to question here:

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
**Paste response to question here:**
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?**Paste response to questions here:**
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](#).)  
**Paste response to question here:**
6. How do you make sure that a child’s second language development is considered in instructional decisions?  
**Paste response to question here:**
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?**Paste response to questions here:**
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
**Paste response to question here:**

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
 When a new student to the New York City Department of Education Public Schools comes to our school, Ms.Torres, a full-time certified ESL teacher administers the Home Language Identification Survey (HLIS) and conducts an informal oral interview in English and in Spanish as well ( if needed). If the family’s native language is a language other than a language one of our pedagogues speaks, the parent coordinator will call Translation Services in order to bring someone in to administer the HLIS in the student’s native language. If the HLIS indicates that the student is potentially an English Language Learner, the ESL teacher will administer the LAB-R (and LAB-R Spanish, if applicable) within 10 days if a language other than English is spoken, as identified in the HLIS.Before the NYSESLAT administration window opens, the ESL teacher runs the RLER report from ATS to identify the students are eligible to take the NYSESLAT exam. The ESL teacher then proceeds to meet with the ELLs in the school to discuss the format of the exam and explain how they will be assessed. Students will then receive schedules for each modality of the NYSESLAT. The ESL teacher administers the speaking portion one-on-one in a separate location, while the rest of the modalities are administered by the ESL teacher throughout the testing window in a separate location. During the intake process we provide parents and students with native language support using school staff or the translation unit. Within 5 days we administer the LAB for Spanish-speaking ELL's by having these students test in a separate location with a Spanish speaking staff member.
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.

Twice a year, in the Fall and in the Spring, the parent coordinator and ESL teacher have a workshop to explain the three program choices for ELL students. Workshops are conducted in the parents' native language, and the content of the workshops is based on the EPIC toolkit. The workshop displays the program choices in oral, written and visual formats. Parents are shown the informational video clip obtained from the ELL page on schools.nyc.gov and in the EPIC toolkit. Parents are notified through phone calls, letters mailed home, and in some cases home visits are conducted to ensure all parents attend this workshop. We also hold a workshop when our school receives new students throughout the year, within one month of when the student enters. If a parent misses the workshops, we call them in for an individual meeting or one-on-one phone call.

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

The parent coordinator sends out a mailing to all ELL parents that includes the Parent Survey and Program Selection forms and explains that the forms need to be returned to the school. We make sure the forms are returned within two weeks or by the time the parent workshop (as described above) takes place at the beginning of the year by reminding the students, e-mailing parents and by placing phone calls. Parents who attend the program choice workshop at the beginning of the school year are reminded at this time to turn in their forms if they have not done so already. If we still do not receive the forms, a home visit will be conducted.

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.

Identified ELL students are placed in the program chosen for them by their parents after their parents have attended the program choice workshop. If an ESL instructional program is chosen, we meet with the parents and students to explain to them, in their native language, what this program looks like at our school, the content and language services the student will receive and what the student's schedule will be. If a bilingual program is chosen, and 15 or more parents/students have chosen this option, we will open a bilingual class. If less than 15 choose this option, we meet with the parents and students to explore other program options within our school or find them a more appropriate placement in another school setting. We are sure to update the ELPC screen in ATS within 20 days.

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.

In our school we have students separated by grade level to take the NYSESLAT exam. The exam is administered by a certified ESL teacher. Students are placed in a separate classroom to take the exam one section at a time. In addition to this, ELLs with disabilities are given the test with their accommodations. For example, if an IEP reads that a student needs a scribe a scribe is provided. Students have a few days to complete the exam. They are given an appointment which indicates date, time, and location of the exam. A make-up date is also given on a case by case basis. For the speaking section, students are tested one-on-one by a certified ESL teacher. To test the other modalities, students are placed in a classroom according to their grade level and are given one section at a time. The students take one or two sections in a day. We do this so that students do not feel overwhelmed with the exam and take the exam with full confidence.

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. 

A majority of parents have chosen the Freestanding ESL instructional program. Please see chart below. During the current year, we have not received any students requiring these services. In looking over the Parent choices, parents have consistently chosen Freestanding ESL. We have had one or two parents choose bilingual but we have helped parents in finding a school that offers this setting or we have tried to accommodate accordingly. Yes, our program models are aligned with parent requests. In addition, we offer tutoring after school not only based on the student academic need, but we also take into account parents' request on one-on-one tutoring.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

A. We implement a Push-In model for grades 6-12.

B. We use a block model for classes in which they travel together as a group.

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)?

56 minutes per day – Push-In with ESL teacher

56 Minutes Per Day – Extended day school academic intervention with ESL teacher and peer tutors.

SIFE students are identified at the beginning of the year by the ESL teacher. Once these students are identified, the ESL teacher meets with each grade team to talk about strategies to work with SIFE students. These students are provided additional academic instructional support after school by the ESL teacher as well as by peer tutors who are former ELL students. Online programs such as Achieve 3000 and My Access! provide at level reading and writing activities that students complete 2-3 times a week. As the student progresses, the programs adjust to the students' reading and writing levels and provides appropriate materials.

In addition to push-in services and co-teaching during the school day, our newcomer ELLs receive additional support after school from the ESL teacher as well as peer tutors. Students work with technology programs such as Fastt Math, Study Island, and Destination Math to receive additional content specific support in math. They use My Access to improve their writing practices and feedback is given to them in English and in Spanish. Achieve 3000 helps ELLs improve their reading comprehension. Reading passages are provided in English and in Spanish and a read aloud option is also available. Many of our newcomer ELLs also come before school for additional language development from the ESL teacher. Content area teachers meet with the ESL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.

These ELL students receive push-in services and co-teaching during the school day. They also attend after school where they receive academic interventions and additional support from the ESL teacher and peer tutors. Students work with technology programs such as Fastt Math, Study Island, and Destination Math to receive additional content specific support in math. They use My Access to improve their writing practices and feedback is given to them in English and in Spanish. Achieve 3000 helps ELLs improve their reading comprehension. Reading passages are provided in English and in Spanish and a read aloud option is also available. Content area teachers meet with the ESL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.

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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.

The content areas are delivered through the workshop model. Teachers also creates content and language objectives based on the New York City State Standards. By the end of the school year, at least one teacher in each discipline will be QTEL trained and will turnkey these strategies to the other content area teachers. These strategies will be implemented during the school day, as well as after school and on Saturdays.

In addition, content area teachers meet with the ESL teacher once a week during common planning time to collaborate and come up with instructional goals and strategies to make content accessible for ELLs. The ELL Inquiry Team meets once a week to discuss ways to focus on high leverage skills that will help ELLs enrich their language development.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Throughout the year, the students have the ability to be tested in their native language. They also have reading books in their language that helps foster their native language. If a test is not available in their language the ESL teacher can translate the exam or provide translations during the exam. The students also have access to bilingual dictionaries that can be used at any time.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
While pushing in the ESL teacher ensures that students are receiving language and content objectives. The ESL teacher makes sure that the students have addressed these targeted objectives by the end of class. In addition during Saturday Academy, the lessons of the week are re-enforced to make sure that students have a full understanding of what was taught as well as targeting the four modalities while learning.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

- a. Describe your instruction plan for SIFE.

SIFE students are identified at the beginning of the year by the ESL teacher. Once these students are identified, the ESL teacher meets with each grade team to talk about strategies to work with SIFE students. These students are provided additional academic instructional support after school by the ESL teacher as well as by peer tutors who are former ELL students. Online programs such as Achieve 3000 and My Access! provide at level reading and writing activities that students complete 2-3 times a week. As the student progresses, the programs adjust to the students' reading and writing levels and provides appropriate materials.

- b. Describe your plan for ELLs in US schools less than three years (newcomers).

In addition to push-in services and co-teaching during the school day, our newcomer ELLs receive additional support after and before school from the ESL teacher as well as peer tutors. Students work with technology to receive additional content specific support. They use Achieve 3000 to improve their writing practices and feedback is given to them in English and in Spanish. Achieve 3000 helps ELLs improve their reading comprehension. Reading passages are provided in English and in Spanish and a read aloud option is also available. Many of our newcomer ELLs also come before school for additional language development from the ESL teacher. Content area teachers meet with the ESL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.

- c. Describe your plan for ELLs receiving service 4 to 6 years.

These ELL students receive push-in services and co-teaching during the school day. They also attend after school where they receive academic interventions and additional support from the ESL teacher and peer tutors. Students work with technology programs to receive additional content specific support . They use Achieve 3000 to improve their writing practices and feedback is given to them in English and in Spanish. Achieve 3000 helps ELLs improve their reading comprehension. Reading passages are provided in English and in Spanish and a read aloud option is also available. Content area teachers meet with the ESL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.

- d. Describe your plan for Long-Term ELLs (completed 6 years).

These ELL students receive push-in services and co-teaching during the school day. They also attend after school where they receive academic interventions and additional support from the ESL teacher and peer tutors. Students work with technology programs to receive additional content specific support . They use Achieve 3000 to improve their writing practices and feedback is given to them in English and in Spanish. Achieve 3000 helps ELLs improve their reading comprehension. Reading passages are provided in English and in Spanish and a read aloud option is also available. Content area teachers meet with the ESL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning. Core subject teachers meet once a week to discuss academic intervention for these students based on their current level in each subject area as well as their socio-emotional needs.

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

ELL students who are also identified as having special needs also receive push-in services and co-teaching during the school day. The ESL teacher provides academic interventions both inside and outside the classroom based on the students' IEPs and recommendations given by the Special education teacher. Like other ELLs, they attend after school where they receive academic interventions and additional support from the ESL teacher, Special Education teacher, and peer tutors. Students work with technology programs such to receive additional content specific support. They use Achieve 3000 to improve their writing practices and feedback is given to them in English and in Spanish. Achieve 3000 helps ELLs improve their reading comprehension. Reading passages are provided in English and in Spanish and a read aloud option is also available. Content area teachers meet with the ESL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning. The ESL teacher also collaborates with the Special Education teacher to ensure they are working towards the goals on the student's IEP.

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?

ELL students who are also identified as having special needs also receive push-in services and co-teaching during the school day. The ESL teacher provides academic interventions both inside and outside the classroom based on the students' IEPs and recommendations given by the Special education teacher. Like other ELLs, they attend after school where they receive academic interventions and additional support from the ESL teacher, Special Education teacher, and peer tutors. Students work with technology programs such as Study Island to receive additional content specific support in math. They use Achieve 3000 to improve their writing practices and feedback is given to them in English and in Spanish. Achieve 3000 helps ELLs improve their reading comprehension. Reading passages are provided in English and in Spanish and a read aloud option is also available. Content area teachers meet with the ESL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning. The ESL teacher also collaborates with the Special Education teacher to

ensure they are working towards the goals on the student's IEP.

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

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

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

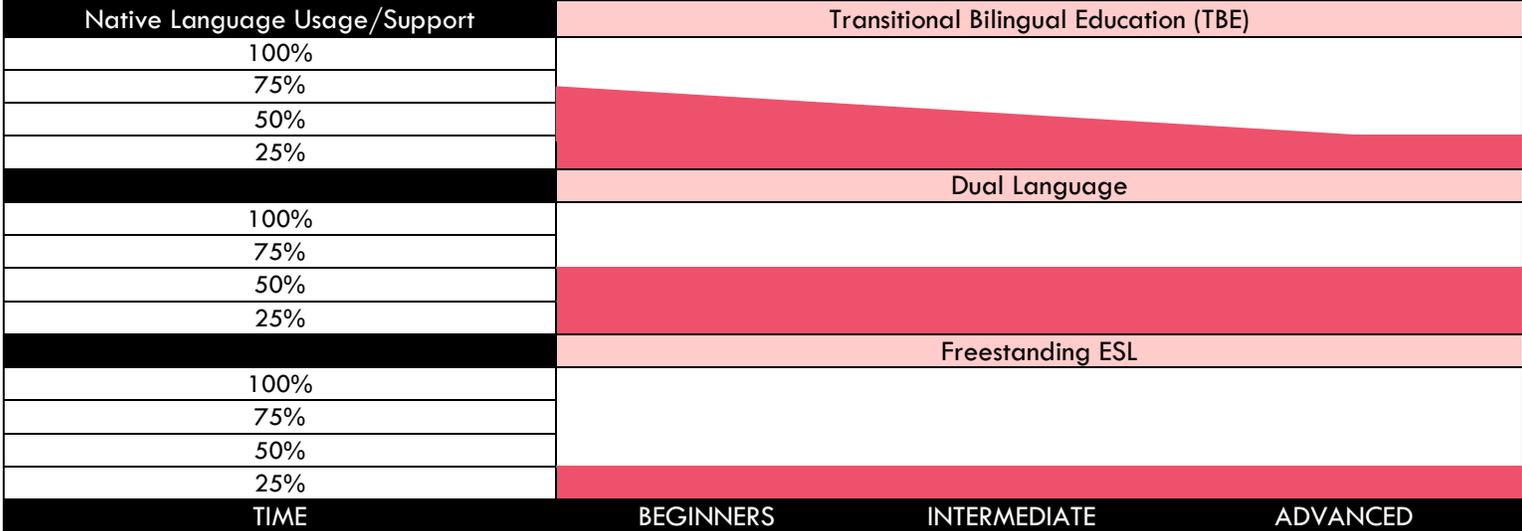
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Extended day program:
- Our extended day program meets both before school in Zero period as well as after school during 8th period. Currently, all ELLs take part in 60 minutes of additional support per day working with Achieve 3000 and/or participating in peer tutoring. We would like to expand the program by 60 percent so that all LTE students can take part in 100 minutes per day of extra support either before or after school.
  - Math and Writing skills: Based on a needs assessment of our 2012 NYSESLAT results and other data sources, our extended day program will focus on both writing and mathematics literacy. In the additional time scheduled, ELLs will focus on improving their writing skills, mathematics proficiency, and math fact fluency by working with Study Island.
  - Peer Tutoring: We would also like to expand our after school peer tutoring program, in which former ELLs tutor current ELLs, to include extra support in all subjects. Teachers of this program will take part in Professional Development to develop ELL teaching strategies.
- During the school day:
- We utilize a push in and co-teaching model in grades 6-12 to provide ELL services during the school day. The ESL teacher pushes into content area classes and co-teaches with the general education teacher for an hour a day. We would like to add to these services by providing LTE students with small group instruction focusing on math, writing, and reading interventions.
  - ELL students will be instructed by an ESL teacher for an hour in small groups using Study Island for ten minutes to practice math fact fluency, and Achieve 3000 to work on reading and writing skills.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The NYSESLAT exam is showing that our students are making growth which is the goal of every teacher for her ELLs. Although we are not seeing this happen as quickly as we may want we see that improvements are being made. Any gains that the students are making are because of the hard work being put in by our teachers and students, which is reflected on the NYSESLAT exam.
11. What new programs or improvements will be considered for the upcoming school year?
- We are looking to add an additional ESL teacher.
12. What programs/services for ELLs will be discontinued and why?
- At this time, we do not have any programs that will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Sports and Arts (after school program) has bilingual teachers. In this fashion, ELL's are encouraged to attend the program. This program offers an array of sport teams that students can participate in. In addition, ELL students receive modified schedules whenever possible and necessary where they can attend after school tutoring with the ESL teacher as well as sports teams and/or other social clubs within the school.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- In all classrooms we have digital projectors and laptops that are accessible to students at all times.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students have the ability to read books in their native language as well as the ability to write in their native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- According to the work that we do we make sure that it is always grade level and age appropriate. To assist with this matter, we use Fontas and Pinell to assess students reading level and make reading books available to them according to what they are able to read.
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.
- Our school offers many after school activities in which we encourage the students to attend. Some activities that we have are track, soccer, baseball, basketball, student government and a few others. For our new ELLs we encourage them to join at least one activity so that they can learn more about American and social culture.
18. What language electives are offered to ELLs?
- In our school we offer Spanish as an elective.
19. For schools with dual language programs:
- a. How much time (%) is the target language used for EPs and ELLs in each grade?

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

N/A

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

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

Teacher Talk & Kid Talk: Our ESL and Learning Specialists will meet with subject area teachers 112 minutes a week during common planning. At these meetings, teachers pose questions about their teaching practice and discuss students who are struggling in their classes or need extra support. The ESL teacher and Learning Specialists share specific interventions and ELL strategies teachers can use in their classes to support their work and their students.

Adult Learning: Our staff meets an hour a week for Professional Development in grade-level team, subject area teams, or as a whole school. The ESL and Learning Specialists will provide Professional Development during this time at least once a month by presenting strategies and interventions that will support our ELL, including our LTE, population. The weekly Adult Learning time will also be a place for teachers to turnkey "best practices" learned at QTEL and for the Inquiry Team to present information to the whole staff.

QTEL Institute : We are committed to implementing the principals of QTEL in all classrooms by having at least 2 teachers per content area (8 total) trained in QTEL every summer. These trained teachers, along with our Learning Specialists and other staff members who are already trained in QTEL, will turnkey the strategies and interventions they learn to other teachers during Adult Learning, Inquiry Team meetings, subject area team meetings, Teacher Talk, and Kid Talk.

What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

We provide professional development on ELLs provided by the ESL teacher and Administrative Team at our August and September Adult Learning sessions prior to the start of the new school year.

Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

These minimum requirements are met as described above in question #1: Teacher Talk and Kid Talk, Adult Learning, ELL Inquiry Team, and QTEL Institute. In addition, the ESL teacher has had QTEL training for two weeks in Beginner ESL and Math in which she turnkeys what she has learned to content area teachers.

## 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?

ELL parent workshops: Parents of ELL students have expressed interest in learning more about a variety of topics that would help them to better understand their children's schooling. We will provide monthly workshops at the school about the variety of topics that would be of interest to ELL parents. These sessions will present information on a variety of topics including citizenship, the rights of ELL parents and students, parent resources on ARIS, use of New Visions student trackers, and academic interventions ELL parents can provide at home. We will also focus on teaching parents about the technology resources that are available to them through the school in order to communicate with teachers as well as check in on their children's academic progress. Other topics will be determined by a survey of what parents would like to see covered at these workshops.

Saturday ESL program: We put in place an adult ESL program to take place for three hours every Saturday, and will be taught by a certified teacher. These classes will teach Level 1 English and is designed for those parents who have had little or no exposure to English, including new arrivals or adults who have lived in the United States for many years but never formally studied English. Each unit of study branches from self to school, family, home, jobs, and community; thus giving ELL parents the vocabulary, grammar, and the expressions to talk about situations and themselves. In the final hour of the class, parents will have a civics component to assist them in learning about American culture as well as assist with the Citizenship exam.

Parent Association meetings: All parents are encouraged to attend our monthly Parent Association meetings, however, we have always experienced a low turnout of parents of ELL students. We would like to increase attendance of ELL parents at these meetings by providing translation services as well as formally inviting and reminding individual parents of the meetings. Also, as ELL parents participate in other activities at the school throughout the year, such as monthly ELL workshops, Saturday ESL classes, and ELL grant meetings, we believe they will continue to feel more comfortable in group situations and will not just attend but also actively participate in Parent Association meetings.

## 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>East Bronx Academy</u>		School DBN: <u>12X271</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sarah Scrogin	Principal		11/15/13
Catherine Mitchell	Assistant Principal		11/15/13
Marilyn Johnson	Parent Coordinator		11/15/13
Brendaly Torres	ESL Teacher		11/15/13
Carmen Ramirez	Parent		11/15/13
J.Erick Odom	Teacher/Subject Area		11/15/13
Gloria Melendez	Teacher/Subject Area		11/15/13
N/A	Coach		1/1/01
N/A	Coach		1/1/01
Yolanda Acevedo-Nieves	Guidance Counselor		11/15/13

	Network Leader		1/1/01
	Other _____		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

DBN: 12x271 School Name: East Bronx Academy for the Future

Cluster: 5 Network: 562

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

**Part A: Needs Assessment Findings**

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

Twice a year, the parent coordinator gathers the home language breakdown from ATS for our entire school. She then identifies the different languages spoken by our families, but the percentage breakdown for each language. In addition, parents are surveyed every year on their language of preference and what is the most effective ways we can communicate with them.

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.

More than 50% of our families need and or want witten information about their children in Spanish. Of those who attend parent-teacher conferences, they will request a translator to communicate with teachers. The parent coordinator communicates this and other information regarding our parent population via inhouse e-mails and GoogleDocs documents.

## Part B: Strategies and Activities

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

The school provides every letter and document both in English and Spanish. The school ensures such services by enlisting in-house staff members well in advance of an event or weeks prior to letters being sent out. The administration team sends a request to the staff from translation services to be paid Per Session as per bargaining agreement 2-3 weeks prior to any parent notices or events. The school provides and continues to provide one-on-one translation services at every school meeting and parent-teacher conference as well as every letter and notice both in English and Spanish. Parents who need translation services in a language other than Spanish receive translation services from an outside vendor and/or parent volunteers.

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

The school provides and continues to provide one-on-one translation services at every school meeting and parent-teacher conference as well as every letter and notice both in English and Spanish. Parents who need translation services in a language other than Spanish receive translation services from an outside vendor and/or parent volunteers.

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>.

All parents are informed in advance via writing and phone calls that they are entitled to translation services and that they will be provided a translator and/or bilingual materials to meet their language needs. Aside from gathering and analyzing data on our families language needs, we interview families and survey them to serve them according to their needs and wishes.



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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: <u>East Bronx Academy</u>	DBN: <u>12X271</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: <u>76</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 checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>1</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:

English Language Learners from grades 6-12 will have the opportunity to acquire writing, reading, listening and speaking skills in order to improve their academic performance in the humanities and sciences as well as their state exam scores. Students will be split by grade level with two teachers (Brendaly Torres and Rodolfo Asencio) in the classroom. Students will be participating in these sessions during after-school hours from 3:00-5:00pm on Mondays, Tuesdays, and Fridays. All services will be provided in English as well as utilizing the Spanish language when needed for newcomer ELLs.

In addition, they will practice their academic skills using academic interventions such as text-based discussions, independent reading, and math workshops. Based on the level of success achieved by the students and rise in NYSESLAT scores this program is designed to help these students achieve further success. The program structure will consist of targeted interventions with an ESL Specialist (Brendaly Torres) alongside collaborative planning with content area teacher (Rodolfo Asencio). The ESL specialist (Brendaly Torres) will also work collaboratively with the content area teacher during common planning time to scaffold classroom interventions for ELL students based on the QTEL model of interventions and SIOP practices.

Intensive language development and enrichment activities through cloze reading practices and activities supported with iBooks on Mac computers, iPads and Mini-iPads will be provided for students. Students will develop their reading levels by increasing their academic vocabulary and reading fluency skills by practicing reading and writing skills. High interest at level reading will be the primary tool, which will increase in level as the students show language development. In addition, students will engage in structured content-based reading (i.e. math, science, history, etc.) discussion circles based on their individual book selection from the iBooks application library, and classroom library. Students will acquire content specific reading skills and vocabulary in order to explore essential understandings in science, math and social studies. Text selections will range from beginner to advance in order to meet students' language levels.

Evidence-based writing projects will run parallel to at-level reading activities in preparation for the English Regents Examination and ELA State Exam. Part of our focus will be on acceleration of students' content knowledge.

## Part C: Professional Development

### 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: During the 2013 – 2014 school year we sent a total of 3 teachers to receive training in Quality Teachers of English Language Learners (QTEL). Our goal for this year is for these trained teachers (Brendaly Torres, J.Erick Odom, Natalie Rynczak), along with our Learning Specialists and other staff members who are already trained in QTEL to turnkey the strategies and interventions they learned to other teachers during Subject Area team meetings which meet on Thursdays for an hour and thirty minutes.

We will also take this time to train other teachers using this professional development as we have many first year teachers who can use the information gained through QTEL and the Teacher's College Reading and Writing project to address the learning needs of the ELL students in their classrooms. Teachers will receive Professional Development provided by the OELL to reach and help navigate the learning styles of the ELLs at East Bronx Academy. We have been working closely with Teacher College Reading and Writing Project for the past three years, and, this year, our TCRWP Consultant, Carla Espana, is a former ELL herself and pursuing a PhD in Teaching of English Language Learners. Carla Espana comes to East Bronx Academy to provide PD to teachers fifteen times a year for fifty-six minute sessions. During these sessions with Ms. Espana, teachers are learning how to scaffold the learning demands of students, how to create lesson plans that create active engagement amongst students, and providing how and where to locate reading material that can meet reading targeted for English Language Learners.

The dates of these sessions are as follows: M11/24, W 12/3, W 1/7, W 1/21, M 2/9, M 2/23, M 3/2, M 3/23, W 5/6, W 5/13, M 6/4 from 1:30 - 3:00 p.m.

Topics Include:

- Book Clubs and Partner Talk for English Language Learners
- Busting Myths About ELLs: What We Know About Multilingual Learners
- Embracing Digital Literacy and Classroom Technology
- The Art of Evidence-based Argument: Critical Reading

### 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

**Part D: Parental Engagement Activities**

Begin description here:

Parents of ELLs have expressed interest in learning more about a variety of topics that would help them to better understand their children’s schooling. We will provide monthly workshops, held on the first Wednesday of the month that take place during the hours of 6:00-7:30 pm, at the school about the variety of topics that would be of interest to ELL parents. These sessions will present information on a variety of topics including citizenship, the rights of ELL parents and students, use of New Visions student trackers and Skedula Program, and academic interventions parents of ELLs can provide at home. This will be in conjunction with Parent Association meetings. We will also focus on teaching parents about the technology resources they have available to them through the school in order to communicate with teachers as well as check in on their children’s academic progress. Other topics will be determined by a survey of what parents would like to see covered at these workshops. These meetings are presented bilingually in which each parent of the meeting is translated to accommodate the parents. We will provide translation for parents at these meetings.

We will continue to offer our Adult ESL program to take place for two hours every Saturday, and will be taught by a certified adult ESL teacher ( Brendaly Torres). These classes will teach Level 1 English and a beginner-intermediate component for those parents who have been taking this class with our school over the years. This class is designed for those parents who have had little or no exposure to English, including new arrivals or adults who have lived in the United States for many years but never formally studied English. Each unit of study branches from self to school, family, home, jobs, and community; thus giving ELL parents the vocabulary, grammar, and the expressions needed to communicate with the school community about situations and themselves. This year, the Office of Safety and Youth Development has also provided funds for mentoring during our Saturday Academy, via the Mentoring for Real program.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	<u>\$8,241.60</u>	<u>160 hours of per session for ESL and General Ed teacher to support ELL Students and Parental engagment: 2 teachers x 16 weeks x 5 hours per week x 51.51 = \$8,241.60</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula,</li> </ul>	<u>\$1,480</u>	<u>To be used to purchase reading material for students.</u>

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>\$1,480</u>	<u>Allocated for Cultrual Experiences/Excursions</u>
<b>TOTAL</b>	<b><u>\$11,200</u></b>	_____