



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	12X278
School Name:	PEACE AND DIVERSITY ACADEMY
Principal:	JOHN STARKEY

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: PECAE AND DIVERSITY ACADEMY School Number (DBN): 12X278
School Level: HIGH SCHOOL Grades Served: 9-12
School Address: 1180 REV JAMES A. POLITE AVENUE
Phone Number: 718 991 1855 Fax: 718 991 2998
School Contact Person: JOHN STARKEY Email Address: JSTARKE@SCHOOLS.NYC.GOV
Principal: JOHN STARKEY
UFT Chapter Leader: RAYMOND HOFFMILLER
Parents' Association President: VERONICA SUMPTER
School Leadership Team
Chairperson: RAYMOND HOFMILLER
Student Representative(s): DARYL MARTELLIS, KODEEN THOMPSON

District Information

District: 12 Superintendent: AIMEE HOROWITZ
Superintendent's Office Address: 715 OCEN TERRACE, BLDG, "A"-ROOM 141, STATEN ISLAND
Superintendent's Email Address: AHOROWI@SCHOOLS.NYC.GOV
Phone Number: 718 420 5657 Fax: 718 420 5677

Cluster and Network Information

Cluster Number: 04 Cluster Leader: CHRIS GROLL
Network Number: 411 Network Leader: ELYSE DOTI COHEN

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
JOHN STARKEY	*Principal or Designee	
RAYMOND HOFMILLER	*UFT Chapter Leader or Designee	
VERONICA SUMPTER	*PA/PTA President or Designated Co-President	
JACQUELINE FERNANDEZ	DC 37 Representative, if applicable	
DARRYL MARTELLIS,	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
BRONX WORKS	CBO Representative, if applicable	
MICHELLE NOOAN	Assistant Principal	
AWILDA SANCHEZ	Parent	
MARION HOWELL	TEACHER	
CHELSEA MANLAPIG	TEACHER	
SOLADE LEGARE	Member/PARENT	
SOLADE LEGARE	Member/	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

MISSION STATEMENT

Peace and Diversity is a resilient, small college preparatory school collaboratively developed by educators, parents, students and the Anti-Defamation League, to develop civic-minded student leaders who will achieve excellence, make a contribution to and increasingly just, democratic society in which all persons are respected and treated fairly, with dignity

The student body is composed of a large number of English language learners and students with disabilities and low-performing students, as well as students who are in foster care or who are homeless. As such, attendance is low and the fact that the school has moved three times since it opened and is located in a high-crime area is not helping.

UNIQUE CHARACTERISTICS

It was initially housed in the Lehman High School building [in 2004-2006], where it moved three times, in the same building, moved out to share the K-8 Rosa Parks Educational Campus, [2007-2009] and finally settled in its current permanent home beginning in September 2009. During its formative years, the school was nomadic, lost variety of students and parents and has had a disproportionate share of students with socio-emotional and attendance problems that remain a challenge to adequately address.

To boost performance, the principal has launched the Men's and Women's Initiative. The program provides extra support to black and Latino children. They have meetings to discuss their social and emotional issues, read together, visit other schools and have met with an author to learn more about what they are reading.

The school has also launched Brother's Breaking Bread for boys and Open Space for girls where students are allowed more time and space to discuss issues of concern. These programs are lunch time programs that students come to willingly.

STRATEGIC COLLABORATION/PARTNERSHIPS

1. Bank of America
 - College Prep-Fall 2014
 - Career Prep-Spring, 2015
2. Opening Act-Theater
 - Acting Program
 -
3. Boys Mentoring Program

DTSDE IMPROVEMENT AREAS IN 2013

Tenet 6: While the school did not meet targets, there were some months in which attendance improved in comparison to the previous year. Moving forward, the school must capitalize on the attendance plan now in place and couple it with an increased focus on socio-emotional supports

Tenet 3: As a result of teacher attending professional development of the creation of CC aligned tasks and then exposing students to these tasks, 80% of students gained one or more rating points on school created common core aligned math, science and social studies tasks as measured by a standard rubric. 80% of students will gain one or more rating point on NYC Performance Assessment in ELA as measured

by a standard rubric.

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12X278 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	174 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	10	# SETSS	18 # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	N/A	# Music	N/A # Drama
# Foreign Language	6	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	87.2%	% Attendance Rate	70.7%
% Free Lunch	86.2%	% Reduced Lunch	4.8%
% Limited English Proficient	19.1%	% Students with Disabilities	27.0%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	1.6%	% Black or African American	43.9%
% Hispanic or Latino	53.4%	% Asian or Native Hawaiian/Pacific Islander	N/A
% White	0.5%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	2.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	8.76
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
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	53.3%	Mathematics Performance at levels 3 & 4	45.2%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	53.8%	% of 2nd year students who earned 10+ credits	44.4%
% of 3rd year students who earned 10+ credits	50.0%	4 Year Graduation Rate	32.8%
6 Year Graduation Rate	49.4%		
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	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
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	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	NO		
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	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	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		

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School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	174	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	10	# SETSS	18	# Integrated Collaborative Teaching
				4
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
				4
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		87.2%	% Attendance Rate	70.7%
% Free Lunch		86.2%	% Reduced Lunch	4.8%
% Limited English Proficient		19.1%	% Students with Disabilities	27.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.6%	% Black or African American	43.9%
% Hispanic or Latino		53.4%	% Asian or Native Hawaiian/Pacific Islander	N/A
% White		0.5%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		10.34	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		1	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	2.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	8.76
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
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		53.3%	Mathematics Performance at levels 3 & 4	45.2%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		53.8%	% of 2nd year students who earned 10+ credits	44.4%
% of 3rd year students who earned 10+ credits		50.0%	4 Year Graduation Rate	32.8%
6 Year Graduation Rate		49.4%		
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	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
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		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		NO		
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		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		NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	NO
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		

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6 Year Graduation Rate	49.4%				
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		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
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	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	NO				
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	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	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	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.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	I
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.	I
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- Students continue to struggle with the baseline NYC ELA performance assessments, indicating a need to develop reading, synthesis and writing skills that are essential to the CCLS. Given the instructional shift to common core, PDA is looking to further continue to implement carefully designed instructional tasks that both expose students to the type of assessments they will encounter on CCLS state exams as well as deepen the students' capacity to read, write and think critically in all subject areas.
Based on recommendations from last year, the faculty must move to flesh out and implement the CCLS-aligned scope and sequences in each course designed this spring.

Part 2 – Annual Goal

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

By June 2015, each content area will be supported by school leaders and teacher collaboration in developing coherent CC aligned units and lessons that emphasize higher order thinking.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Content teachers will work with on-site coaches and off-site PD to develop understanding of CCLS and high level tasks.	teachers	September-June	Principal, Assistant principal
Teachers will implement struggle lessons with success and students will willingly engage with rigorous tasks Through conversations in teacher professional development, classrooms, and School Leadership Team, the school community will has agree to adopt common language and personal behaviors that allow for productive struggle. Teachers will plan and implement struggle lessons, with the support of HSRI coaches.	Teachers and students	June, 2015	Teachers, Assistant principal, Principal
Workshops will be held to aid parents in understanding the expectations of the Common Core and how to support students at home.	Teachers, parents	Sept-June	Teachers, parents, Assistant Principal
Principal leads the school community in developing in developing a common definition of rigor and agreed upon rubrics for assessing rigor of tasks .	Teachers, school leaders	Sept-February	School leaders, teachers

Part 4 – Resources Needed

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

1. DSR, Metamorphosis Agents of change PD, HSRI coaches, Network literacy coach, Metamorphosis, WITsi, teacher planning time and / teacher team meeting time, NYCDOE scope and sequence materials, EngageNY materials, HSRI – designed rigor checklist, HESS Cognitive Rigor Matrix, Common Core Learning standards, WITsi inquiry- based PD, Atlas Rubricon

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA	x	Title III	x	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
1.													

Part 6 – Progress Monitoring

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

planning. In this part:

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

By September we will have developed a teacher-friendly schedule that allows for increased collaborative planning time for teachers. By June all content area teachers will have a minimum of 4 units of study that exhibit the Common Core Learning Standards

Part 6b. Complete in February 2015.

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

Yes

No

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

TBD

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The small class sizes provide an opportunity for teachers to know their students well. According to the latest School Survey, 72% of students report that there is an adult who is helping me plan for my next steps after graduation (career planning, college selection and application process, financial aid process, etc. 80% of students feel that most students at the school treat each other with respect and treat adults with respect. The school continues to provide mentoring experiences targeting black and Latino boys.

The Quality Review also noted that school leaders and staff promote a culture of mutual respect and support the social emotional development of students in order to improve academic and personal achievement. She stated, “The school has an advisory program in place that supports the social and emotional development of students across the grades, and all students are well-known by their advisors. Parents and students feel safe in this school and parents speak highly of how welcoming the school is for parents. The curriculum for the ninth grade advisory includes topics such as diversity, community appreciation, school pride, who I am and what I can do, how well do I communicate with others, and bullying. A student council is in place, and the school is working on building a more inclusive community where students’ voice has a stronger impact. In addition, the school offers a Women’s Initiate Class focused on college readiness. A partnership with Embrace your Future provides workshops on self-confidence, goal setting, college readiness and leadership in support of the social and emotional development of students at the school. Bank of America, a partnership through Pencil provides workshops focused on career readiness, such as resume writing and interview techniques. Consequently, the school and its partners support the academic, personal, social and emotional behaviors of students and help to support an environment that is conducive to learning.”

The new principal in the school has established a “Steering Committee” where there is parent, student government, support staff, teacher and administrative representation; there is an agenda and minutes distributed to the staff. Agenda issues include school safety, extra-curricular activity development and project based assessment discussion. While this demonstrates the progress the school has made in creating a safe and nurturing environment, the school has yet to see the impact on student achievement.

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.

School will implement a multi-prong socio-emotional support program to support students in earning credits. This will be measured by a 10+ credits in their 1st year will increase from 50% to at least 60%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>All teachers will use the Engrade system to record student progress and allow for the real-time monitoring of student performance by teachers, teams, parents, and administration.</p>	<p>Teachers</p>	<p>1. September-June</p>	<p>1. Principal, Assistant Principal, teachers</p>
<p>School will strengthen collaborations with the PENCIL supported partnership with Bank of America to provide student workshops in college readiness, job skills, and career placement assistance and the Network Safety and Student Support Director who assists with the boys mentoring program.</p>	<ol style="list-style-type: none"> 1. Principal Assistant principal, lead teachers 2. Teachers, teacher teams, teacher leaders 	<p>Sept-June</p>	<ol style="list-style-type: none"> 1. Bank of America, students, teachers, school leaders, Network team
<p>HSRI Coaches will support the development and work of the 9th grade teacher team to identify and support individual students in danger of failing and will support the 9th</p>	<p>HSRI Coaches, teachers</p>	<p>Sept-June</p>	<p>HSRI Coaches, 9th grade teacher team, school leaders</p>

grade teacher team in effective means of looking at student data and developing targeted interventions for specific students.			
1. The 9 th grade team will work with the school guidance, parents and attendance team to ensure a collaborative, whole-school approach including the analysis of scholarship data and developing personal intervention plans.	Guidance, attendance team, 9 th graders, parents	Sept-June	School leaders

Part 4 – Resources Needed

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

Engrade, meeting time for 9th grade team and support services, mailings and notifications to parents and families.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

By February 2015 scholarship reports will reflect a 10 % increase in 1st Semester credit accumulation among 1st year students, relative to that of last year.

Part 6b. Complete in February 2015.

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

TBD

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.	I
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.	I

Part 1b. Needs/Areas for Improvement:

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

Last year the school received a Developing on the Quality Review for 1.2 (Teacher pedagogy). According to the reviewer, the school needs to "strengthen teachers' pedagogical skills and practices in order to build a student-centered environment across all subjects that are aimed at increasing student engagement." She explained, "Teachers' lesson plans are beginning to align to the curriculum and pedagogical practices are focused on the Danielson Framework for Teaching. The school has identified areas of the framework to focus, questioning techniques, rigor, and student engagement. However, the training provided in this area is not yet evident in the delivery of instruction. Classes continue to be teacher-centered and the level of questioning does not provide students with an opportunity to engage in higher order thinking and academic discourse."

Part 2 – Annual Goal

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

By June 2015, during regular unannounced visits to classrooms at least 5 of the 7 rooms will demonstrate teacher practices that are aligned to our articulated set of beliefs about how students learn best that is informed by the Danielson Framework.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The school leaders will lead the school community in a collaborative process of clearly defining what effective teaching practices looks like at Peace and Diversity HS.</p>	<p>Teachers</p>	<p>Ongoing from November 2014 to February, 2015.</p>	<p>Principal, assistant principal, professional development team, teachers and HSRI coaches</p>
<p>School leaders will provide regular written and oral feedback to teachers regarding next steps in moving closer to the PDA effective classroom instructional strategies.</p>	<p>School leaders, teachers</p>	<p>Ongoing from September 2014 to June 2015</p>	<p>School leaders</p>
<p>Through multiple venues (SLT, PTA, curriculum night and parent teachers conferences, parents will be introduced to the instructional shifts that support the implementation of common core aligned curriculum.</p>	<p>Parents, teachers, school leaders</p>	<p>Ongoing from September 2014 to June 2015</p>	<p>Parents, school leaders, teachers</p>
<p>School leaders and teachers will effectively use observation feedback, professional development, and teacher team meetings to reflect on and improve pedagogical practice.</p>	<p>School leaders, teachers</p>	<p>Ongoing from September 2014 to June 2015</p>	<p>Teachers, school leaders</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>1. Talent coach, Leadership coach, DSR, Network achievement coach, WITSI, Network coaches, Metamorphosis</p>

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

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

By February 2014 PDA will have a written document that defines what effective teaching practices looks like at Peace and Diversity HS. By February 2014 minimum of 70% of an identified group of teachers will be rated Effective in component 3b on the Danielson framework, as, mutually agreed upon by the Principal and DSR.

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

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

TBD

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).	I
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.	I
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	I
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

Part 1b. Needs/Areas for Improvement:

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

According to the 203-14 QR, the school leader makes organizational decisions to support the instructional goals and structures time for teachers to meet in other to improve instruction and student outcomes. 87% of teacher according to the latest School Survey, say they feel supported by the principal and assistant principal. On the same survey, 76% of staff feels like the principal encourages open communication on important school issues and 82% feel that the principal sets appropriately high expectations for student work in their classes. While these numbers are relatively high, we have not yet see this translate into improvements in student achievement.

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.

Strengthen teacher effectiveness by providing purposeful, targeted feedback using a research based teaching framework to clarify expectations for teacher practice and development. All teachers will be observed at least six times per year, both informally and formally and be provided written and oral feedback for each observation based on Danielson's Framework for Teaching.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>With support of the talent Coach, the Principal and Assistant Principal will calendar the observations for the year..</p>	<p>Principal and Assistant principal, Principal, Talent Coach</p>	<p>Sept-October 2014</p>	<p>Principal and Assistant Principal Principal</p>
<p>Teachers receive frequent observation and feedback to improve their practice. School leaders provide teachers timely verbal and written feedback after each observation</p>	<p>teachers</p>	<p>October-June</p>	<p>School leaders</p>
<p>The school based professional development team, with support of the Talent Coach, network and HSRI teams, will consider high leverages areas for professional development based on classroom observations , especially as they relate to the first three goas of this plan.</p>	<p>Teachers, school leaders</p>	<p>September-June</p>	<p>School leaders</p>
<p>Principal and AP will have access to professional development resources that are appropriate to and helpful to teachers in moving their practice</p>	<p>School leaders</p>	<p>September-June</p>	<p>HSRI team, school leaders</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Talent coach, DSR, Network Achievement Coach, Danielson framework, four-sentence recommendation document, Lucy West Agents of Change PD</p>

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> 2. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 3. Specify a timeframe for mid-point progress monitoring activities.

By June all teachers will have received at least 6 formative or evaluative observations, including actionable feedback, developmental support and professional development resources. Time span between observations and written feedback on Advance data and other evidence of written communication will be no more than one week on 80% of the observations.

Part 6b. Complete in February 2015.

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

TBD

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.	
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.	
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.	
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.	

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.

While data from the school’s Learning Environment survey is strong regarding parent response to the school ex. 97% of parents feel that the school communicates with them well and that the school makes them feel welcome, attendance remains a huge concern at the school. Attendance has declined for the past 3 years. While the school did not meet targets it set for last year, there were some months in which attendance improved in comparison to the previous year. Moving forward, the school must capitalize on the attendance plan now in place and couple it with an increased focus on socio-emotional supports.

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.

School-wide attendance rate will increase to 70% for the 2014-2015 academic year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

<ul style="list-style-type: none"> - Research-based instructional programs, professional development, and/or systems and structures needed to impact change - Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). - Strategies to increase parent involvement and engagement - Activities that address the Capacity Framework element of Trust 	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
School will create a comprehensive incentive system to reward students for improving daily attendance that is supported by historical data supplied by the Director of Safety and Suspension as well as the Director of Youth Development	Principal and Assistant Principal Attendance Team	Ongoing October 2014 to June 2015	Principal, Assistant Principal, Parent coordinator, Attendance team
SLT and PTA will make daily outreach to parents of students with chronic lateness and absenteeism	SLT, parents, PTA	September-June	School Leaders
All stake holders will promote an “all-hands-on-deck” approach to boosting attendance. School administration will provide weekly attendance figures to grade team leaders.	Entire school community	September-June	Network Attendance Teacher, Assistant Principal, Family Worker, Teachers, guidance counselor
The attendance will continue to support and oversee the implementation of an attendance accuracy plan, which will include the twice-scanning of attendance and regular monthly meetings of the joint school/network attendance team.	Teachers, attendance team, attendance teacher	September-June	Network Attendance Teacher, Assistant Principal, Family Worker, Teachers, guidance counselor

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Cluster appointed attendance teacher, teachers, Attendance team meetings, home visits

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.

By January 2015, the school will see a 2% increase in attendance compared to the same time last year.

Part 6b. Complete in February 2015.

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

Yes

No

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

TBD

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ol style="list-style-type: none"> 1. Beginning of the year NYC Performance Assessments; ITAs 2. CCLS Benchmark examinations 3. Teacher self-directed diagnostics 	<ol style="list-style-type: none"> 1. Selected instructional materials from READ 180 2. Structured and guided reading; annotation 3. Independent reading and 4. Literacy focus across the disciplines 	<ol style="list-style-type: none"> 1. Small group instruction 2. 1:1s; tutoring 	<ol style="list-style-type: none"> 1. In school 2. After school 3. Saturday School (when offered)
Mathematics	CCLS Benchmarks Teacher diagnostics	<ol style="list-style-type: none"> 1. Struggle lessons 2. Annotation 3. Mathematical Practices 1, 3, 4. 	Same as immediately above	Same as immediately above
Science			Same as immediately above	Same as immediately above
Social Studies			Same as immediately above	Same as immediately above
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The review of IEPs and documentations of behaviors by teachers and support staffs.	<ol style="list-style-type: none"> 1. Bronx Health Partners 2. Planned Parenthood workshops and support CBOs 	<ol style="list-style-type: none"> 1. 1:1 conferences with students 2. Group counseling 3. Field [college, career] trips 4. Assemblies 5. Guest speakers 6. Career Day 7. Advisory lessons 8. 	During school time

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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

2a. Highly Qualified Teachers (HQT)

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

- Rigorous Interview process
- Hiring Committee comprised of Principal and staff in consultation with the Network
- Targeted Professional Development
- Weekly meetings between principal and/or AP and new teachers
- Beginning, Middle and End-of-the-Year Conferences held by principal and/or AP with all teachers

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).

1. RHSI PDs
2. CFN 411 PDs
3. School-Based PDs
4. Offsite PDs
5. Shared Award wing research based instructional materials, research and online resources

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Data Mining and Uses Results Derived

Department and Grade Team Common Planning Task :

- Teachers receive and review Regents item analyses and use data derived to personalize Regents preparation
- Teachers review results of the Citywide Performance Assessment tests and use findings to shape instruction

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$38,000:00		
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200:00		
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools

may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

Peace and Diversity will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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

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

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

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

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

Part A: School Information	
Name of School: Peace and Diversity Academy	DBN: 12X278
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 35
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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

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: The program will provide an after-school and Saturday program that will focus on direct instruction in ESL and content areas, using ESL methodologies. The ESL teacher will push in in all three classes after school and on Saturday. The program will serve all 35 ESL students, grades 9-12, in English with French and Spanish native language support. The ESL teacher will coordinate services and will push in with three other content-area teachers who teach the ESL students in Math, Science and Social Studies. All ESL students will be invited to attend this program.

The participating teachers will reflect the disciplines that ELL students need separate instruction: Math, Science, and Social Studies. Title III teachers have ESL students in their regular classes, and will express a strong commitment to learn and share strategies that work well with ELLs.

The After-School/Saturday Program Reading component will support ELL students by giving them monitored silent sustained reading time, pair reading, read-alouds with the teacher, or targeted reading strategies. The program reserved funds for the purchasing of selected titles of books and textbooks, targeted for the needs of SIFE students, the beginner ELLs, and the long-term ELLs. The Title III library of books and print materials includes literacy books, selected textbooks, picture dictionaries, bilingual dictionaries, young adult literature, and inspirational books (for the intermediate and advanced ELLs).

The Read 180 Leveled Library with Audiobooks, a leveled Bilingual Spanish-English Library, Spanish language books, online reading and vocabulary resources are some ways to engage students and allow them to use multiple modalities. The ESL and content area teachers monitor independent reading, offer support such as modeling reading strategies or pair reading, and conference with individual students during this time. Student reading and writing logs and journals (on paper and online) are used to promote academic skills, while creating a space where students and teachers work cooperatively.

The After School/Saturday direct instruction program will support ELLs in their coursework, and will better prepare them for success. This is particularly helpful for SIFE students, newcomers, and long-term ELLs. The ESL teacher offers individualized instruction and help in content areas, as well as extra preparation and practice for Regents exams.

Title III program will have a technology component. Students will use notebooks and laptops to access multimedia content and create bi- and multi-lingual essays, presentations, and reports. The SIFE and the beginning ELLs will immensely benefit from the use of technology: they can hear the words, see pictures and clips that illustrate words, phrases, and concepts. These students also learn by association and visualization. The After-School/Saturday program uses audio-video materials that make content-area instruction more accessible to ELLs. Students will create online products that will tell the story of their

Part B: Direct Instruction Supplemental Program Information

progress.

The software Engrade will create a web-based platform that will manage after-school/Saturday activities integrating curriculum content and student assessment data. In addition, communication will be improved among the members of school community. The software includes parent-teacher-student communication channels. This is especially useful when transmitting important information to parents regarding ELL assessment and school meetings and activities.

The Title III After School/Saturday Program has the following schedule:

-Wednesdays and Thursdays, from 2:30 PM to 3:30 PM.

-Nine Selected Saturdays, from 9AM to 12 PM.

The program will take place with a minimum of six students per teacher. The three content area participating teachers will benefit from the interaction with the ESL teacher who will push in.

The number of hours per session can be divided among the teacher participants, providing the fact that each of them has sufficient number of students.

Teachers, guidance, and administrators will make efforts to recruit students and popularize the benefits of the program.

The program will start on November 19th, 2014 and will end in April 2015, or when funds deplete. The program has enough funds to run for 15 complete weeks, providing the fact that three participating teachers stay for an hour each session. The total number of allocated hours for After School and Saturday Program is 144.

Trips are an extended activity of the instructional programs. We have scheduled trips to museums and cultural attractions in NYC that are particularly sensitive to ELLs: The Theater District, Ellis Island, Statue of Liberty, Wall Street, Museum of the City of New York, and Museum of Natural History. Careful preparation of these trips will offer students the opportunity to experience language, history, and science in the making. We have prepared literacy activities that accompany each of these trips. For instance, students will review words and facts in advance that will make trips more enjoyable. The trip to Ellis Island will confirm knowledge acquired in the Social Studies and ELA classes. Following the trip experience, participants will write words and sentences captioning pictures taken on the trip (the beginning ESL), and will create power point and video presentations with a story-like script (intermediate and advanced ESL). The trip to the Theater District will have the purpose to show the importance of language, body, and musical aspects in displaying ethnic and cultural expressions. Students will use language to describe and explain the shows. This knowledge will be put at work in our school when students are involved in our yearly Multicultural Show organized in May 2015. Most of our ELLs are recent immigrants confined within the limits of their own ethnic communities. The trips will offer them the opportunity to experience the dynamic realities of a multi-cultural society. Better cultural

Part B: Direct Instruction Supplemental Program Information

exposure, research says, translates into better academic results.

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: There will be five in-house after-school professional development sessions in each month the program takes place, starting with November 2014. Each session will last one hour and involve all teachers and administrators in school who work with the Title III program. The PD sessions will take place the last Friday of each month, after school, from 2:30 PM to 3:30 PM. Teachers will be paid per-session.

There is a strong need for professional development opportunities for our educators working with the ELLs. The Title III teachers have the opportunity to network and exchange successful strategies in working with the ELL students. These teachers are the ones to build capacity and relate to other teachers in school and at large on the characteristics of working with the ELLs. During their PD time, teachers will review successful practices and strategies used with the ESL population and share their experience with the rest of the staff. We want to make this PD series a useful learning experience. We have invited the network to join in and send a presenter specialized in the learning needs of ELLs. The network specialist will be provided at no cost to Title III.

The topics to be covered for each session are:

First session (November 2014):

-Making sense of ESL data and assessments. NYSESLAT and ELL Periodic Assessment.

Second session (December 2014):

-The needs of SIFE and newcomer ELLs. The case for differentiated instruction.

Third session (January 2015):

-Looking at student work. Features of ELL writing. Sharing strategies to teach writing.

Fourth Session (February 2015)

- Scaffolding instruction in content-area classes.

Fifth Session (March 2015)

Part C: Professional Development

- NYSESLAT preparation and CCLS.

The participating teachers will look at pre, during, and post data, as well as student work samples to determine student growth, while focusing on SIFE and newcomer ELLs to provide the most targeted English language level support. Teachers will then share best practices with their grade teams and departments during school common planning or departmental meetings. The participants will also reflect on the efficacy of the Title III After School Program and will write an evaluation narrative. The organizer of the PD series will be the ESL Teacher/Coordinator.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: We will offer four in-house workshop sessions for parents and guardians and families of ELLs during after school. Participating workshop facilitators will be the ESL teacher and the Parent Coordinator. The Parent Coordinator will be provided at no extra cost to Title III. Each workshop will be 1 hour long.

We noticed from our experience that many parents of ELL students have a limited experience in school governance and involvement. Parents tend to consider school as an institution that does not need parents as active participants. In addition, many parents seem overwhelmed by the new changes in education and also by the language barrier. Our effort is directed towards creating a working community of parents and educators that will discuss the important issues facing the education and integration of ESL students. Parents will be notified during PTA meetings and Parent-Teacher conferences. The school will send out bilingual notifications to parents about the schedule of these conferences. The ESL teacher will prepare informative letters in English and home languages (Spanish and French) before each meeting. These letters will be sent home with students and also mailed.

The target dates are:

December 2014, February, March, and April 2015. Refreshments will be provided.

Parent Workshop Topics:

- Bridging the Gap: How to do a lot in a short time. ELLs should graduate and go to college.
- ESL Learning standards. The Common Core Curriculum and the ELLs.
- Preventing Drop-Out for Students at Risk

Part D: Parental Engagement Activities

- NYSESLAT preparation.

The organizers of these parent workshops will be the ESL Coordinator and the Parent Coordinator.

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"> Per session Per diem 	\$8,499	Teachers will have a total of 140 hours per session for the after school/Saturday programs. 140 hours X \$51.51=7,211. There are also 20 hours for PD: 20 X \$51.51=\$1,003. Per session PD parental engagement expenditures: 5 hours X \$51.51= \$ 258
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$1,200	The program will purchase three electronic notebooks for the use of beginning students (\$900), additional textbooks for the use of beginning students(\$200), and general supplies for the after school program (\$100), such as folders, composition paper, markers, pens, and pencils.
Educational Software (Object Code 199)	700	Purchase of Engrade plus, a web platform to manage activities, integrate curriculum, and keep teachers, students, and parents connected.
Travel	\$650	The program will pay for show tickets and transportation costs to events, museums, or landmarks in NYC. Community Works and other organizations offer low-cost tickets to arts and musical performances (\$7-8 per ticket) We will take students to such shows twice a year. 20 students X 2 X \$8 =

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.
		\$320. One trip to Ellis Island: 15 students X \$22 = \$330.
Other	\$151	Refreshments for parent-teacher meetings
TOTAL	11,200	_____

**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 12	Borough Bronx	School Number 278
School Name Peace and Diversity Academy		

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

Principal Andrew M. L. Turay	Assistant Principal Michelle Noonan
Coach type here	Coach type here
ESL Teacher Dinu Pietraru	Guidance Counselor Paulette Parris
Teacher/Subject Area Jabnia Garcia, Spanish	Parent Awilda Sanchez
Teacher/Subject Area Joy Ramilo, Science	Parent Coordinator Jackie Fernandez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	203	Total number of ELLs	34	ELLs as share of total student population (%)	16.75%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	7
SIFE	5	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	6

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	17	4	1	6	1	1	6	0	5	29

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	17	4	1	6	1	1	6	0	5	29
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	6	1	13	25
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1		1	5	7
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													2	2
TOTAL	0	6	6	2	20	34								

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)										1	0	2	2	5
Intermediate(I)										3	3	0	13	19
Advanced (A)										2	3	0	5	10
Total	0	6	6	2	20	34								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
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									0
7									0
8									0
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	11		0	
Integrated Algebra	25		11	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	17		7	
Physics				
Global History and Geography	16	1	6	0
US History and Government	9	1	4	1
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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.
Early assessment tools include the LAB-R for first time admit newcomers, an informal written interview in native language and in English, the ALLD diagnostic for potential SIFE students, and the ELL Periodic Assessment. In addition, our school uses Fountas and Pinell's running records. We adapted this tool to our high school beginning students, due to the fact that, in majority of cases, ELLs have marginal

literacy skills in their first language. The spread sheet document, containing the beginning and low-intermediate ESL students, includes observations from all content-area teachers. These records are analyzed during bi-weekly grade and department meetings in school. The records are presented to entire staff twice each semester, during faculty meetings.

Some conclusions from the early assessment tools:

The newly arrived students(to this country and to this school) are predominantly weak in their native language. This translates into slow ability to engage the academic portions of a new language. Most students are entering NYC schools with below-grade level literacy in both the mother tongue and the target language.

This information helps inform our school's instructional plan by identifying our program needs. For example, this data indicates the high priority need for a reading intervention program and a SIFE program. We have instituted a literacy program and enrolled the newcomers, SIFEs, and SpEd LEP students. The literacy program is "around the clock", from early before-school time, to class time, lunch with teacher, and after-school. The literacy program (ccordinated by the ESL teacher) has the participation of ELA teachers, one Math, one Science, one Social Studies teacher, and the Special Education teacher. The support staff is around to help: guidance counselor, the speech specialist, and the school psychologist.

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

Data patterns across proficiency levels on the LAB-R and 2013 NYSESLAT revealed that students tend to move up faster in the Listening-Speaking modalities, than in the Reading-Writing modalities.

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

Patterns across NYSESLAT modalities affect instructional decisions by prioritizing the need to focus on academic language performance. Our ELL students get their language and culture information from their interaction with the environment, mostly in an informal way. Teachers are creating personalized plans to emphasize Reading-Writing assignments in a way that learning "resonates" with the actual day-to-day needs of our students. We are using the AMAQ tool every year to see at what point the gap between modality learning becomes problematic. In other way, we learned there is a moment when, if left unchecked, the Reading-Writing skills will not catch up with the development of Listening-Speaking skills. These are some instructional decisions we made, based on the analysis of NYSESLAT modalities: We need to use a varied selection of Reading-Writing assignments that are pertinent to our students' lives. These assignments promote critical thinking, and are based on Common-core standards. The content is specific, such as life in the Bronx, adaptations to school, peer pressure, and the characteristics of the neighborhood. We stress nonfiction reading for information and analysis and writing to identify main idea and supporting details, and writing for literary analysis in the classroom. We look at the oral non-formal performance of our students as an asset, and not as a liability. Listening and Speaking skills are essential in new language adaptation and creating the comfort zone of learning. We create units that all have student presentation moments. The audience listens and makes comments in a structured way. Group discussions are part of every class. Many talks take place using a combination of languages, a strategy that is strongly supported. Buddy system works very well in all subject areas. We encourage students to work with each other in their language and talk about the task.

We develop sets of Reading-Writing assignments that have immediate application: scholarship writing, writing contests, college essays, and creative writing. Writing has become a daily adventure. Needless to say, students will present their writing to the student audience, in a format that will bring again the forte of our students: direct communication skills.

4. For each program, answer the following:

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

a. For ESL, patterns across proficiencies and grades of student results show that high numbers of ELLs score lowest on the Reading and Writing section of the NYSESLAT and highest on the Listening and Speaking. This trend impacts on standardized testing that ELLs need to take. A look at 2013 Regents exams show the following: ELL students prefer to take the Math, Science, and Social Studies Regents in English, even though there are Spanish or French versions available. Students feel that they would do better and learn more if they prepare content and exam essays in English, instead of their native language. Additionally, many ELLs have weak literacy skills in their native language, as measured by the initial LAB in Spanish. Other non-Spanish students who come from West Africa, have impressive linguistic competencies in several African languages (Wolof, Mandingo, Krio) and French, but the level of academic production varies. We do not have the formal tests to measure and compare their performance in their native languages, as compared to English, if they had the choice to take the same exam.

One thing to worry about is the fact that 11 ELLs took the English Regents in 2013, and none of them passed. On the content area Regents, Science, Mathematics, and Social Studies, the rate of success of ELLs was much higher and comparable to the passing rate of mainstream students.

- b. ELL Periodic Assessment tool is used as an indicator of progress and changes in skills acquisition in each modality. The advantage of

the Periodic Assessment is the fact that test results are returned fast, in a few weeks. We can have the picture of each modality and we can create individualized plans that address certain strengths and deficiencies. On the other hand though, Periodic Assessment may not have a strong predictive value, because of the low number of questions (10) for each modality.

When Periodic Assessment results are in, all teachers are being briefed during a faculty conference, and instructional plans are drawn during bi-weekly department and grade meetings.

c. ELL Periodic Assessment can give us information about the testing skills of the ELLs. We run records on how each student responds to Listening and Reading, prompts. We then develop units and discussions based on these observations. A set of observations derived from 2012-2013 Periodic Assessment referred to Listening part: students need to learn how to listen to a prompt in a formal testing setting. The Reading section may offer some information about how students perform in a reading-standardized testing format. Observing students during testing and running records are more important than test results. One can see the patterns that help or hinder students taking standardized tests: listening behaviors; working with the texts in Reading passages; managing time; understanding the process of elimination in multiple choice passages.

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?

We previously presented some initial statements about how first-language development affects second language acquisition later on. With two or three exceptions, our ELL population does not use their first language in an academic and formal way. Their skills do not allow them to create narratives, conceptualize, elaborate, or research in their native language. We believe that this feature does not constitute a cultural or linguistic deficit per se. Our students have an entire tradition of family-oriented communication, a cluster of cultures and language influences that need to be preserved. We have an ELL team in our school: the principal, the ESL teacher, the Spanish teacher, and content-area teachers that work mostly with ELLs. This team promotes cultural awareness in instruction. They contribute to the success of units of study, educational trips, learning experiences, multicultural shows, after-school programs, where native languages and cultural experiences of our ELL students are evidenced and valued.

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.).

(8) We evaluate the success of our ELL programs in this school with soft and hard data: "soft" data includes student portfolios, student and teacher questionnaires, and running records on behavior and motivation in the ESL class and content classes. "Hard" data includes ELL attendance in school and after-school programs, course grades, graduation rates, and performance on the ELL Periodic Assessment from the fall term to the spring term, the NYSESLAT, and the Regents. We use a personalized AYP grid for each student, that is objective-based and is designed and controlled by each student. Students have a list of objectives they need to meet every semester. The programs are there to help them meet those objectives.

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](#).)

In compliance with CR Part 154 regulations, NYC Aspira Consent Decree, and Children First Reforms, the initial identification of students who may possibly be ELL's and their eligibility are determined in the following manner:

The guidance counselor meets with parents and all new enrolling students. Our guidance counselor, Ms. Paulette Parris, uses her "red line" to alert Mr. Dinu Pietraru, ESL teacher and coordinator, when a new admit comes from another country or declares English as his second language. Parents of newly admitted students complete the HLIS administered by Dinu Pietraru, who will also

interview the parents and children in their native language, if possible. In order to have good communication and a smooth transition to the new school, we use the professionals that are fluent in the first language of parent, such as the Parent Coordinator, our school's bilingual para, and the ESL teacher.

LEP students are identified by a Home Language code under the "OTELE" box in the HLIS forms, according to the Home Language codes given to the schools by the DOE.

The HLIS is then reviewed by Dinu Pietraru, ESL Coordinator, to determine the OTELE code. HLIS forms that clearly indicate that the student has no LEP indicators are not referred to the ESL Coordinator. Any HLIS forms that are referred to and reviewed by the ESL Coordinator with clearly non-eligible students are marked as "NO" for their OTELE code on the HLIS form. These forms are copied and returned to guidance to file in the students' cumulative files, which are stored in the guidance office.

The new admits who have home languages other than English and declare that they use at home other languages are eligible to take the LAB-R test. Testing takes place in their first week of school and is administered by the ESL Coordinator.

Spanish-speaking students who score below proficiency on the English LAB-R are administered a Spanish LAB-R to determine language dominance and level of literacy in first language.

The ESL Coordinator hand-scores the LAB-R and ascertains the level of proficiency in English and in Spanish (if applicable). These scores are compiled with findings from an informal conversation with that student to determine conversational speaking and listening skills, and with other information about home/school languages. This process provides initial information on whether ELL students are potential SIFE, if they have beginning literacy skills in native language, or they have learning disabilities.

The school informs the parents promptly (usually as soon as the testing is completed) of their child's eligibility for services, it provides information and service options, and also informs their of their child's placement. This information process is done in English AND a language the parent is familiar. In order to do this, we use our parent coordinator and school paraprofessional (both fluent in Spanish), Mr. Pietraru (French and Spanish), google translating services (for written communication), and DOE's Office of Translation and Interpretation, as necessary.

The child will be placed in the ESL instructional model available in our school; the model includes programs for the ESL Beginning students, the ESL Intermediate, and the ESL Advanced.

The information gathered from the initial assessment of each student is recorded in a "New ELL Intake" journal. Additionally, the ESL Coordinator created a template to record new Intake information. The completed forms and the template are in the ELL Compliance Binder under "Intake Process."

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.

The initial interview and eligibility process may take one or two hours. The ESL Coordinator is also a full-time teacher, and is not available in the in-take process all the time during the school day. Therefore, many times parents will need to come a second time to learn more about educational options and rights that are eligible under current legislation.

The ESL Coordinator and the Parent Coordinator plan an ELL Parent Orientation Meeting. Since it is a small school with very few over-the-counter ELLs, the orientation will be mostly individual. A letter is mailed home to notify parents of the date and time of the orientation. Parents who do not attend are sent a follow-up letter and/or phone call. Additionally, the school will mail home the ELL Parent Orientation Meeting Agenda, Parent Survey and Program Selection form for completion. Parents of students who did not come for the orientation are invited to come to school on another day and meet with the ESL Coordinator to receive the important documents for the new admits: eligibility for services, service options and program placement. The ESL Coordinator will keep a list of parents who received these packets in the ELL Compliance Binder.

During the orientation, it is important that parents understand the purpose of this meeting. The parent coordinator will be in audience to explain in Spanish what each program offers for the children. The ESL coordinator has knowledge of English and Spanish and can ask students from same country to act as translators in the case of low-incidence languages.

At the parent orientation meeting, parents sign-in, receive an Agenda, watch Program Orientation DVD in their preferred language, and discuss the three program options available to the ESL students: Transitional Bilingual Education (TBE), Dual Language Instruction, and ESL. The ESL Coordinator provides some research-based information on the three programs. Additional information available for parents includes the NYSESLAT Parent Information Brochure and more from the DOE. At the end of the meeting, the parents fill out a Parent Survey and Program Selection form that indicates in order which program they prefer for their children. If parents select TBE or Dual above ESL, then the ESL Coordinator gives the location of these programs in alternative schools. All paperwork from these meetings will be filed in the ELL Compliance Binder.

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

Entitlement and Continued Entitlement Letters are mailed home in the parents' preferred languages. Copies are kept on file in the ELL Compliance Binder. Also, second notices requesting parent signatures are sent as a follow-up with students' signing a list acknowledging receipt of the letter; when parents return signed Continued Entitlement Letters, they are checked off and dated on

the same list it is necessary that parents attend the ELL Parent Orientation Meeting to receive all the materials and information to make an informed choice about the language program they want for their child. However, if parents do not attend the meeting and do not return the forms, they are sent a follow-up letter and/or phone call. The school will mail home the ELL Parent Orientation Meeting Agenda, Parent Survey and Program Selection form for completion in the parent's preferred language, along with a note of encouragement in their preferred languages to come to the school for the orientation, or contact the Parent Coordinator/the ESL Coordinator. Parents will also be notified that if they do not return their forms, their default choice is for an ESL program. Completed Parent Survey and Program Selection forms will be copied and placed into the ELL Compliance Binder, while the originals will be stored in the students' cumulative files. Copies of the letters are made available during Parent Teacher Conferences with the ESL Coordinator, the Parent Coordinator and the Spanish Teacher. The Parent Teacher conferences are another option of communicating with parents, and gathering all necessary documents.

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.

Based on parents' surveys and low number of ELLs, our school community has chosen the self-contained ESL model of instruction. Within this model, educators, in consultation with parents and students, have tried different forms of instruction. We have tried ESL free standing classes, team teaching with an ESL teacher, push-in and pull out. We have used these educational formats over the last years, in response to parent and student concerns, and in the view of the needs of our ELL students.

This year, we are using a combination of ESL freestanding classes, push in, and pull out. The ESL teacher pushes in in English classes that have a large concentration of ESL seniors in need to pass the English Regents exam. The pull out class happens with beginner students who need small group personalized instruction. The ESL teacher is picking up students who are beginners and SIFE and goes over procedures and language in content-area classes.

All these program decisions and considerations are communicated with parents on a timely basis in the language they understand.

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.

Every spring, the ESL teacher administers the NYSESLAT annual exam. He prepares a list of names of all participating ELLs required to take the NYSESLAT and sends this list to the teachers of ELLs to notify them of the dates and times of the test. Students are notified of their required participation and completion of the exam in person, and parents by letter and/or phone call.

NYSESLAT results show the progress of ELLs in each modality (listening, speaking, reading, and writing). These results are shared with content area teachers. Pedagogues working with ESL students plan instruction accordingly, by individualizing teaching to meet specific needs. For instance, there is a large group of ELLs that need additional instruction in reading and writing, as shown by their NYSESLAT scores. These students will benefit from additional reading and writing programs in their ESL, ELA (if advanced students) or content-area classes.

Each October and April our school participates in the administration of the ELL Periodic Assessment. This test is short version of the NYSESLAT and measures ESL students' competencies in all four modalities (listening, speaking, reading, and writing). By offering a prediction on the coming NYSESLAT, the Periodic Assessment is a useful tool in planning instruction ahead.

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

The vast majority of the Parent Surveys and Selection forms over the years indicate ESL free standing program as the first choice. Some parents have voiced a preference for native language support in the classrooms for their children. There was one parent who requested bilingual education programs for her child, and went elsewhere for that purpose.

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. The organizational models that the ESL program are using are: self-contained, push-in, and pull-out.

We use the push-in model to offer additional instruction and exposure to intermediate and advanced students in the higher grades who need to take the English Regents. The push-in model presents the ESL teacher as an active participant in the ELA class, alongside the English teacher. The pull-out model targets a few beginner SIFE students (4-5) who are picked up by the ESL teacher and offer additional personalized instruction in content-area, at the time when students need to do research, reports, presentations, and group work.

- b. The program models are: homogeneous (for the ESL Beginning and low-intermediate); and heterogeneous (for the Intermediate and the Advanced students). There are 20 Advanced students, most of them seniors; the ESL teacher offers them a self-contained ESL period class, and then the same teacher goes to two English classes (push-in), where both teachers (ESL and English) contribute to a personalized instruction. There are 4 Beginning students (from 9th to 12th grade, from first-year of service to long-term ESL). They receive instruction in a self-contained ESL class, then benefit from push-in in the English class. In addition, three of them receive instruction through the pull-out model, where the ESL teacher, in collaboration with content-area instructors, will deliver content in a small-group setting, using first-language as an important resource.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ESL Beginning class benefits from 630 minutes of ESL instruction every week. The Intermediate ESL students take 405 minutes of instruction with an ESL teacher weekly. The advanced ESL students are offered 225 minutes of ESL instruction, in addition to ELA instruction. We offer six period classes of ESL instruction every day: four ESL self-contained, one push-in with English teacher, and another one pull-out with beginner students. The number of minutes of ESL instruction exceeds the mandates, thus ensuring a better exposure to teaching and learning.

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 ESL program has been adapted to respond to the needs of our student population. 20 students out of 36 are seniors who need to pass their English Regents and other content-area Regents to graduate. 4 Beginners need additional instruction to catch up. SIFE and SE ELLs need a structured small-group setting where they can receive personalized instruction.

There is a morning ESL self-contained class, where most ELLs are participant. The class is heterogeneous, and the bilingual paraprofessional present in the classroom makes sure that the beginners are staying on course. The language of instruction is English, with support from para and teacher in the first language (Spanish and French). This initial setting provides the framework of instruction for the day: the aim, the objectives, the standards, and the modality (listening, speaking, reading, writing). Later in the day, ESL students benefit from more homogeneous ESL self-contained classes, where the skills presented in the start of day are reinforced. The intermediate and advanced ESL students will meet the ESL teacher again in the ELA class. The two teachers (ELA and ESL) will structure content in a way to reflect the common-core standards, being at the same time accessible to students at different stages of language development. In addition, the pull-out model addresses the needs of beginning students (two out of

four are SIFE). The ESL teacher meets with content-area teachers every day (Social Studies, Math, Science) to review the material that needs to be presented differently to ESL students who have difficulty understanding.

In the other classes where native language support from teachers is unavailable, ELLs have such native language resources as books, a bilingual paraprofessional, and bilingual dictionaries.

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

The ESL Coordinator, the Spanish teacher, and some of the teachers teaching ELLs meet in the beginning of the year to discuss the newcomer ELLs by looking at Spanish and English LAB-R scores, informal interview notes and the informal written interview samples. This year, the newcomers are Spanish-speaking and French-Speaking.

The same group of educators looks at the results of the ELLs who spent two or more years of instruction in this school. All Spanish-speaking ELLs take Spanish classes and are evaluated in their first language. The certified Spanish teacher uses standardized NLA tests to determine the level of proficiency and the progress attained in native language. The French-speaking students and the students speaking different languages are also given periodic literacy tests in their native language by the certified ESL teacher who is fluent in French and Spanish. However, educators' expertise is limited; children come from different parts of the world, where remote dialects and languages are spoken. Literacy has different meaning in different places. The parents and relatives of these students are asked to come to school to be part of a continuous assessment of first-language skills these children possess. Parents meet once a month with the ESL Coordinator and the Parent Coordinator and go over first-language literacy skills, as well as second-language acquisition.

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

The ESL teacher created a weekly structure of instruction based on the sequential use of the four modalities. For instance, Mondays are days for Listening, Tuesdays are for Speaking and Presenting, Wednesday is Reading day and the other days are for Writing. ESL teacher meets in department meetings with other ELA and content-area teachers to exchange information, lesson plans, and teaching tips about different modalities to reach the ELLs. In classes where students are asked to create research projects and presentations, the ESL teacher will work with ELLs to make sure they comprehend the content and are able to navigate linguistic requirements of complex discourses.

The ESL teacher and content-area teachers will use assessment strategies to measure the performance of ELLs in all four modalities. For example, tests that involve listening and writing skills will prepare students for the English Regents and the incoming common-core assessments.

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. SIFE: SIFE students identified on the RSIFE report, or through informal interviews and the ALLD diagnostic, will receive differentiated activities, lesson delivery, support, and/or assessments. The classes for low-performing ELLs, SpEd-LEPs, SIFEs, and newcomer ELLs are restructured in pace, linguistic load, activities, and groupings. The ESL teacher, the Spanish teacher, the content-area teachers, and the bilingual paraprofessional all work very closely and communicate daily regarding the SIFE students. They plan together during lunch meetings, preps or afterschool. The teachers work in close consensus regarding parent and staff communication regarding these students. They provide individualized academic and behavioral support to provide structure for the SIFE students. They monitor student attendance, social behaviors and school motivation and improvements.

There is a pull-out class that targets the SIFE students. SIFE students are provided with more literacy support for class instruction, such as read-alouds, simplified sentence structure, "chunked" readings, translated readings that are read aloud, and are graded on an adjusted scale for comprehension of concepts rather than assessing writing style or form. Teachers meet to discuss student progress and performance, SIFE strategies, activities, and fair grading policies for SIFEs in mainstream classes. Exit slips will be a routine for the classes to instantly gauge comprehension.

b. Plan for newcomer ELLs: The ESL teacher/coordinator reviews academic transcripts with guidance to provide newcomers the most relevant program based on previous coursework, credit accumulation, age of entry, and English language abilities (as per LAB-R, LAB or NYSESLAT). Specific courses are modified or adjusted to fit newcomers' needs. The ESL Coordinator works closely with the guidance counselor and Spanish teacher to provide native language support during the process. The teachers/ coaches support other teachers of newcomer ELLs to differentiate their curriculum maps, materials, pacing, and expected goals with their mainstream classes. For example, the ESL teacher plans with the Global teacher and with the Science teacher to make curriculum, seating charts, activities, and assessments more accessible for the beginners ELLs. SIFE and beginner newcomers will be in a small-group self contained ESL class. Teachers meet to discuss student progress and performance, ESL strategies, activities, and fair grading policies for newcomers in mainstream classes. Exit slips will be a routine for the classes to instantly gauge comprehension. Additionally, Reading Interventions Program will include newcomers, SIFEs, and SpEd LEP students. These services will support this subgroup by developing literacy skills in decoding and comprehension in English to

prevent unnecessary special education referrals.

c. (4-6 YOS) There are two distinct categories of ESL students here: 1. students who have progressed slowly but steadily, and now they are at the advanced level; 2. students who have trouble functioning at every modality for reasons of cultural/linguistic isolation and/or learning disability. Many of this subgroup, along with the newcomers, have an independent reading and writing component in the self-contained ESL class. These services will support this subgroup in reaching proficiency on the NYSESLAT in literacy and writing.

d. Long-term ELLs: This population mainly contains 11th and 12th grades. These students have, at different times, verbalized feelings of stigma and shame at being in self-contained ESL classes, but also recognition that they struggle with reading comprehension and writing. The ESL teacher works with ELA teachers in a classroom (push-in) and coordinates curricular units to give long-term ELLs the kind of attention they need to restore their confidence in their ability to rapidly acquire academic skills. These services will support this subgroup by strengthening motivation and self-esteem, reading skills, concept retention and vocabulary development.

e. Former ELLs are still part of the family. After so much time spent together, these students are coming back to their peers and to the ESL teachers. It is a small school, so we know each other very well. ESL classroom is open for former ELLs who want to finish their assignments during “lunch with teacher”, or before/after school programs. Former ELLs are also invited to participate in our Title III trips and after-school activities. ESL teacher and the school testing coordinator make sure that former ELLs receive their testing accommodations for the duration of two years, as per Commissioner's Regulations.

We use sometimes the former ELLs as an educational model of language achievement. They are invited to our ESL classrooms to present their story of academic and personal success.

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?

These students benefit from more targeted literacy support for class instruction such as read-alouds, simplified sentence structure, “chunked” readings, translated readings that are read aloud, and are graded on an adjusted scale for comprehension of concepts rather than assessing writing style or form. These services will support this subgroup by building up reading comprehension skills and essay writing skills in a comprehensible way.

ESL teacher meets periodically (formally and informally) with content-area teachers to monitor the performance of all ESL students, including SWD. The ESL teacher shares instructional modifications that can be used with this population, so that they don't get lost in large nameless classrooms.

The ESL teacher and the Special Education teacher work together to pull out educational resources to create curricular units for the use of ELL-SWDs. With help from Title III funds, these resources consists of: books on tape and books at different levels of reading comprehension. In addition, software and on-line sites bring multi-media content to learners who use multiple ways of experiencing language.

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?

The Special Ed and ESL teachers participate in setting IEP goals for students during their reevaluation process, program selection, and class assignment. The ESL Coordinator works with the Special Education Department (Robert Li and Chelsea Manlapig) in determining program placements for these students, and ensuring that they receive their modifications and testing accommodations. For instance, this committee of teachers and specialists will determine the number of minutes of ESL instruction these ESL-SWD students will take; the services they receive in and out of classroom (paraprofessional, speech specialist, bilingual psychologist, push-in Special Ed teacher, self-contained Special-Ed class). Programs are individualized. Our small school, with limited resources, is trying to offer the least restrictive environment to all of our students.

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:			

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

Math:				
Science:				

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

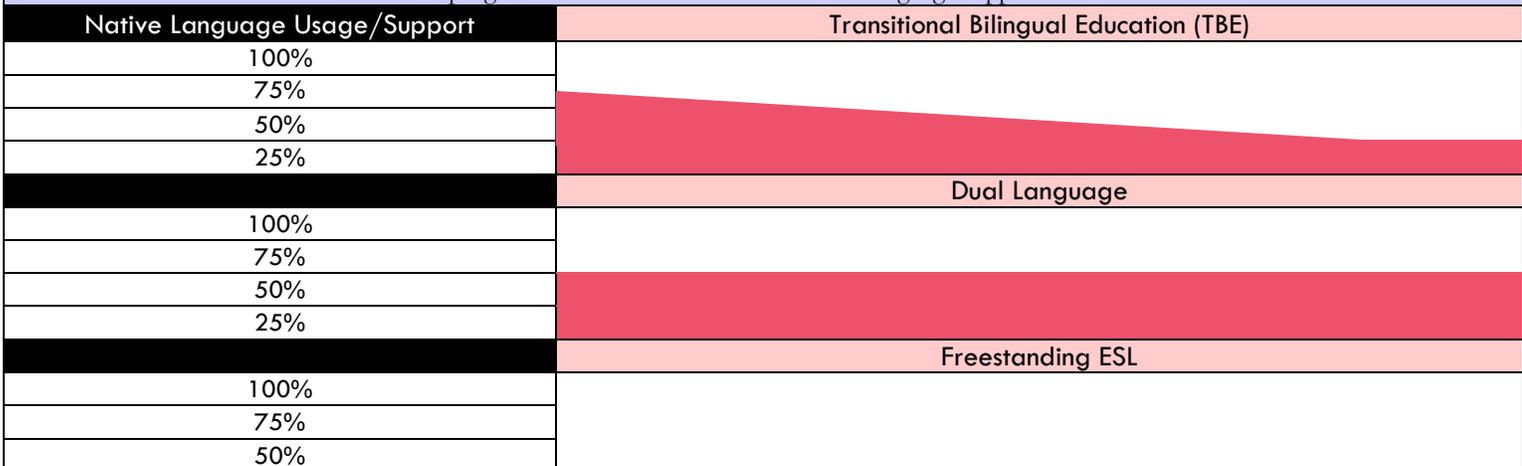
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

We have several intervention programs in place. One of them targets the ELL seniors who need to pass English Regents to graduate. The ESL teacher meets with the ELA teacher every day to structure instruction around the needs of these students. One period a day, the ESL teacher pushes in the ELA class; another period, the ESL teacher pulls out students who need more personalized instruction. Additional components of the program offer opportunities to work with students on a small-group level: lunch with the teacher (one period a day, Monday to Friday), and the Title III After-school program that will start in December 2013. Another program allows ELLs who did not pass Social studies and Science regents to work with the content-area teacher one scheduled period every day. The content-area teachers working with these ELLs consult with ESL teacher for the best practices and educational materials that will make a difference. The ESL teacher has one period a day (self-contained ESL class) where ELLs bring their homework, regents prep materials, and essay assessments. The ESL teacher is able to offer assistance, due to a system of inter-departmental referrals: teachers know about each others' assignments and projects ahead of time, so they are able to further assist. During this period, the Math teacher comes in informally (but every day) to offer assistance to her ESL students.

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

Due to this year's unique ELL student population, where 20 out of 34 students are seniors, the program's effectiveness will be measured in the number of ESL students passing the Regents, graduating from high school, and going to college. We are offering these students maximum exposure to instruction targeted to their needs.

The ESL teacher has redefined himself as a content-area teacher who uses specific methodologies in small-group settings to give students another view at content, Math, Science, Social Studies, or Literature.

What is unique and effective in our present ESL program is its inter-departmental and interdisciplinary approach. ESL classes are open to other teachers and specialists. The ESL curricular approach is based on the fact that content needs to be presented in different way and in differentiated way.

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

We are looking at Achieve 3000, a integrated model of instruction that offers customization, accountability of results, and easy distribution of results. The online curriculum connects literacy strategies with Science and Social Studies topics, helping students better prepare for college and career. We also created common core literacy courses of study with online components.

We will see what budgetary decisions the school and region can make in order to purchase this program.

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

We will not discontinue any programs or services.

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

School leadership and our teaching staff have met and implemented productive ways to integrate ELLs into all school activities and services, offered during or after school time. In addition, our monthly faculty meetings, grade and department meetings are avenues of collaboration to fine tune programs, where different student populations can join forces, including ELLs and SWD. During and After-school activities designed for ELLs are scheduled to give multiple opportunities for all ELLs to participate. These programs are the following:

- Monday to Friday, period 4: Lunch with the teacher (ESL, Science, Social Studies, English)
- Title III after school program: Tuesdays and Thursdays, offering classes in ESL, Mathematics, Social Studies, English, and Science, due to start in November, 2013, or when Title III funds become available.
- Saturday Academy (Title I and Title III), offering help with Regents preparation.
- After-school activities offered by our sponsors, Bank of America.
- Fund raising activities (Walk-a-thons and community awareness programs) taking place on weekends.
- After school athletic activities.

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

Instructional language materials to support ELLs in the ESL program include sets of textbooks, novels, short stories, and Regents-prep materials, purchased with Title III money, geared specifically for SIFE and newcomer ELL students in language developmental sequence and skills. The ESL room has picture dictionaries, books of short stories, young adult literature for the Intermediate and Advanced, and several series of ESL textbooks on Reading, Writing, and Grammar. The ESL teacher uses video and audio streaming to relate to multiple learning intelligences of each student. Students' performance in the four modalities (listening, speaking, reading, and writing) is factored in when creating units of study that use instructional materials and technology.

Instructional technological materials include a Read180 classroom library, four computers with headsets, a laptop cart, and an LED projector. Teachers teaching ELL students have bilingual glossaries or dictionaries in their classrooms. Native language support resources in the classroom include native language glossaries, native language content textbooks and books, bilingual dictionaries, and internet sites such as Google translator, and freerice.org. The ESL teacher and content-area teachers teaching ELLs (Science, Math, Social Studies) use technological instructional materials such as LCD projectors, a Smart Board, and overheads. The ESL teacher uses laptops and computers in the ESL room to access resources online. ESL students in that room use computers to gain knowledge of technology processes, vocabulary, and software skills.

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

Native language support (French and Spanish) is delivered in a few ways in the ESL program. The course grading policy, directions and supplemental materials for portfolio projects are translated into French and Spanish for the Beginner ESL class. Content area classes, Science, Math and Social Studies, have textbook editions in Spanish. The class handouts are translated into Spanish and French many times to facilitate instruction. There are bilingual dictionaries and Spanish textbooks available for the use of ELLs in these classes.

The ESL teacher translates directions and explains them orally or in written form so all students understand class expectations. The Spanish teacher co-teaches a class with the social studies teacher. In addition, the bilingual para comes in the ESL beginning and intermediate classes to assist with native language support.

The ESL teacher stresses the importance of reading and writing in the native language while learning English. Students borrow books that are bilingual or in the native language from the classroom library to read at home and for the in-class independent reading period. Students may write about their independent reading books in their native languages. Native language support resources in the classroom include native language glossaries, books, texts, dictionaries, and internet sites.

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

We have described how we created a special program for the 20 12th graders who are the bulk of the ESL population in our school. Their needs are met when we partnered the ESL and the English teacher in a tandem to join forces in creating units of study and in using methodologies to provide the skills these students need to pass the state Regents, and especially the English Regents. These two teachers are joined by other teachers in a framework that offers more support in completing the requirements for high school and in getting ready for college.

Another area of attention was with the beginning ELLs, some of whom are new to this country, but others have plateaued after a few years of service. For this group, we have created small ESL classes and a pull-out program. The same can be said for other ELLs: Special Ed, SIFE, or the Intermediate ELLs with developing skills in reading and writing. As a small school with limited resources and a large ESL population as a percentage of the entire school, we have maximized our ability of providing the required support. We offer six periods of ESL per day with more minutes of instruction as required by the state. In addition, cooperation between teachers and administration have been instrumental in creating sound educational programs for our ELLs.

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.

Before the beginning of the school year, the school administration was available to assist the newly enrolled ELLs by offering information about programs and activities. We are a small school with a small number of ELLs who come "over-the-counter". In such cases, the guidance counselor and the ESL teacher will team up to offer the newcomer and his parents all their assistance. During the first meeting, the parent will fill out the paperwork necessary, and the student will be introduced to the school culture. The ESL teacher will chaperone the student throughout the day, from one class to the other. On the days that follow, the student will be paired up with another ESL student (a junior or a senior) who will be his/her buddy. We believe that a smooth adaptation and transition to a different educational system are more beneficial than anything else, and may predict future accomplishments.

18. What language electives are offered to ELLs?

ESL students are offered Spanish as a foreign language.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

(1) All teachers will attend in-house ESL professional development throughout the school year. These PD opportunities will be organized during faculty meetings and after school, as part of the Title III PD program, and also during full-day PD. We anticipate to have at least 3 PD sessions for the entire staff for the school year, within the confines of Title III. In addition, the ESL teacher will raise the educational issues of ESL students during the bi-weekly department and grade meetings. In the past years, we had the opportunity to work with the ESL specialist from the network. We will continue to organize PD meetings during Chancellor's PD days on ELL issues. The training will concentrate on developing best practices for curriculum planning, delivery, and creating differentiated assessments for ELLs. In addition, teachers will learn about the new body of ELL assessments, from the new instrument of eligibility (NYSITELL) to the new NYSESLAT.

(2) This is a very challenging task. The new standards have called for changing assessments. For the ELLs, all assessments will be different this school year, culminating with the gradual introduction of the common-core Regents exams later in 2014. All teachers of ELLs will receive instruction in the new NYSITELL and NYSESLAT. We are continuing a process of preparing teachers for new standards and new evaluation of ELL students, a process that we started last school year, when a revised NYSESLAT reviewed a number of common-core standards.

The ESL teacher will work with available resources from the network and DOE to compile a set of educational units and methodologies that address the needs of the ELLs in the light of new common-core standards. The same avenues will be used for this PD: department and grade meetings, faculty meetings, PD days, and after-school PD programs.

(3) There are questions that arise every year with the arrival of 9th grade ESL students who transition from middle school to high school. In the beginning of the school year, the ESL teacher meet with staff on an individual basis to make sure ELLs and their needs are identified. This information includes students' strengths and weaknesses, according to their NYSESLAT performance and 8th grade state assessments. The ESL teacher also makes available writing samples and background information of all newcomer ELLs for the use of all teachers of ELLs. Departments work with coaches for curriculum mapping and differentiated practices, and the freshman team works with the ESL teacher to better assist ELLs.

(4) There are Chancellor's PD days during the school year in September, November, January, and June. We are going to use at least one hour of each PD day to dedicate this time to ELL training in new assessment and common-core curricular adaptations for these students.

We will also organize three after school PD sessions, one in December and two in the Spring semester. These sessions will bring together all teaching staff because we all teach ESL students. The sessions will last 1 ½ hour each and will be organized under the Title III.

At least two monthly faculty meetings will have as one of the topics ELLs and instruction.

The Network, the region, and DOE have traditionally organized meetings and PD sessions on the topic of ESL instruction. Our staff will participate at these events and bring back information to be disseminated during bi-weekly department and grade meetings.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

(1) This school year we have started with an impressive number of parent workshops and initiatives meant to connect parents and students to our school partners and communities. Parents of ELLs are active and energetic; the school is pleased to see its efforts of involving parents paying off.

Parents are involved in many different ways in our school. Parents participate in monthly PTA & SLT meetings. Parents, teachers, and students are organizing bake sales during the school year. One example of effective community effort was the fundraising and community awareness campaign "Making Strides Against Breast Cancer Walk", that took place on October 19th, 2013. Our parents, teachers, and educators raised around \$1,200 to this noble cause. Even earlier, in September 2013, Planned Parenthood, our school's non-profit partner, organized an after-school presentation for parents, students, and community members on the topic of public health.

In addition, parents and educators from our school were involved in another awareness campaign, against domestic violence, throughout the month of October.

Our Parent Coordinator, Jackie Fernandez, is involved in planning workshops with parents and students, monthly newsletters, and bringing the information that the parents want. One example of a parent workshop was an immigration workshop organized in the evening for the parents of ELLs in the month of September 2013. The sponsor was the non-profit group Advocates for Children of New York. We plan to continue this successful initiative with follow-up meetings throughout the year.

Another activity for parents and students organized in September 2013 was a workshop on life insurance sponsored by our school partner, Bank of America.

Active parents of ELL students are involved in a meeting and planning group that is organized by the ESL teacher and coordinator. Their meeting takes place monthly and covers the topics of entitlement, testing, academics, and curriculum for the ELLs.

(2) The school is working with Bank of America on a number of educational and social issues that touch the needs of families in this neighborhood. Bank of America has sponsored after-school workshops that cover college preparedness issues. Another after school activity sponsored by our

educational partners is a Actors' Workshop that takes place after-school and on Saturdays in Chelsea, NY. Many participants are ESL students who work with professional actors and speech coaches to learn presentation skills and how to reduce their accent.

Our ELLs are active participants in these activities. Most ELLs are seniors so they take the job of preparing for college seriously.

(3) The needs of parents are expressed clear and loud during monthly PTA meetings. We also assess the needs and concerns of parents of ELLs during their initial visit to school, during September ELL Parent Orientation Meeting, or during parent-teacher conferences. The ESL teacher works with the parent coordinator to better assess these needs.

(4) The needs of parents are reflected in the activities that we organize in our school. We organize an ELL Parent Orientation every year in September to answer most questions about school programs. Some of the most pressing problems that parents and students are facing have been addressed by our meetings and workshops: immigration, public health, and college preparedness. We have created a framework for the concerned parents of ELLs to come to school and be involved in the PTA, SLT, or meet with the Parent Coordinator, school administration or the ESL teachers.

During the Spring 2011 semester, our school organized in-house PD with the ESL and Spanish teacher to the new teachers of newcomer ELLs as part of the Title III professional development component. Topics to cover included how to differentiate planning, lesson delivery, activities, assessments, and fair grading practices for a mainstream class with newcomer ELLs, SIFEs, and/or Special Education LEPs. During Fall 2011 the ESL coordinator will present learning strategies and ESL methodologies to small groups of teachers during meetings organized around grades and departments. Twice a week, groups will meet around grades and twice around departments. The ESL teacher will present on the weekly agenda the learning needs of ELLs. In addition, the last Friday of each month leaves a full hour of PD. The ESL teacher has planned three PD sessions on ESL mandates, learning styles, and methodologies.

(4.) An Entitlement letter and ELL Orientation Meeting letter in the parent's preferred language, as indicated during the informal interview during the intake process or by other meetings in person or over the phone, are mailed home to notify parents of ELL entitlement and the date and time of the orientation. Parents who do not attend are sent a follow-up letter and/or phone call; this year as a last resort, the school will mail home the ELL Parent Orientation Meeting Agenda, Parent Survey and Program Selection form for completion in the parent's preferred language, along with a note of encouragement to come into the school or contact the Parent or the ESL Coordinators. The ESL Coordinator keeps a list of parents who received these packets in the ELL Compliance Binder and record the date when these packets are received. The ESL Coordinator and the Parent Coordinator plan an ELL Parent

Orientation Meeting for the parents of newcomers.

At this meeting, parents sign-in, receive an Agenda, watch Program Orientation DVD in their preferred language, and discuss the three program options of TBE, Dual, and ESL. The ESL Coordinator provides some research-based information on the three programs. Additional information available for parents includes the NYSESLAT Parent Information Brochure and DOE-provided materials. At the end of the meeting, the parents fill out a Parent Survey and Program Selection form that indicates in order which program they prefer for their children. If parents select TBE or Dual above ESL, then the ESL Coordinator or the Parent Coordinator explains to these parents that those options are not available at this school, but that our school can assist the parents locate alternative schools with those language programs. Last year, a parent opted for a bilingual program; therefore, the ESL Coordinator, the Spanish teacher, and guidance counselors assisted in providing a list of schools with bilingual programs, calling those schools to find open seats, and otherwise supporting the transfer process. However, ultimately the parent did not find open seats in a bilingual program and decided to keep her son in our ESL program. All paperwork from these meetings will be filed in the ELL Compliance Binder.

For continuing ELLs, a Continued Entitlement Letter is mailed home in the parent's preferred language to be signed by parents and returned to the school to keep on file. Second notices requesting parent signatures are sent as a follow-up with students' signing a list acknowledging receipt of the letter; when parents return signed Continued Entitlement Letters, they are checked off and dated on the same list.

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: PEACE AND DIVERSITY ACADEMY			School DBN: 278
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
ANDREW M. L. TURAY	Principal		11/5/13
MICHELLE NOONAN	Assistant Principal		11/5/13
2013JACKIE FERNANDEZ	Parent Coordinator		11/5/13
DINU PIETRARU	ESL Teacher		11/5/13
AWILDA SANCHEZ	Parent		11/5/13
JABNIA GARCIA, Spanish	Teacher/Subject Area		11/5/13
JOY RAMILO, Science	Teacher/Subject Area		11/5/13
	Coach		11/5/13
	Coach		11/5/13
PAULETTE PARRIS	Guidance Counselor		11/5/13
	Network Leader		11/5/13
	Other _____		11/5/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 to 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12X278 School Name: Peace and Diversity Academy

Cluster: _____ Network: CFN411

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

Part A: Needs Assessment Findings

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

Every semester, our school administration, guidance counselors, and the ESL coordinator look at the BESIS report to review the languages that parents of our students use at home. Even though our school is small and the ESL population is only 36, many of our students (ESL or regular ed) have parents who speak another language at home.

BESIS report is run and compiled with the present LAP that offers information on home languages of ESL students. In addition, ATS, ARIS, the Home Language Surveys, and student emergency contact cards give us information about languages parents speak and understand at home. The school prepares a report that includes all students' households, focusing on languages spoken at home. We record the primary language spoken by the parents and determine whether parents need any language assistance in order to communicate with the school.

Based on these named sources, we have prepared and constantly updated documents that contain this information:

- ▲ number of LEP parents from ESL and non-ESL students.
- ▲ number of languages represented in your school
- ▲ current language resources (bilingual personnel, parents, students, organizations)
- ▲ number of documents school needs to disseminate
- ▲ number of formal/nonformal face-to-face interactions

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.

Parents feel the need to be involved in school affairs. Many of these parents do not have any experience in PTA or any other school participation initiative. Demographics data contained in ATS, ARIS, and the studies published in scientific literature about our school population describe the needs of our minority students. Many parents feel challenged by changes in public education, especially when parents come from a different culture, language, or ethnic heritage. Some parents retreated from constant involvement in their children's public education, at least temporarily, because of lack of sufficient information or detachment from an avalanche of school changes and reforms. The need to have all parents involved in PTA and school activities is the cornerstone of our translation and interpretation services. We also noticed that most bilingual and multilingual parents prefer communications in English **and** their native language. All these assessments are disseminated through the PTA, during conferences with parents, teachers, and administrators, ESL orientation meetings. We use the weekly PTA newsletter that reaches all students and their households.

Part B: Strategies and Activities

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

Important school notices and announcements are translated into main languages parents speak, such as Spanish and French. The translators are teachers competent in target languages. We also use the services offered by DOE's Translation and Interpretation Unit. However, there are a number of low-incidence languages, such as Krio, Malinke, Wolof that parents speak and understand. For them, we use private services to translate letters and notices to parents. Also we use the help of senior students and school graduates who are fluent in these languages. Let us mention the fact that some languages have only oral aspect, so these parents need to be informed using face-to-face interviews. We saw that bilingual notices, one side in English and the other side in home language are very effective ways to reach parents and motivate them to participate in school activities and understand school requirements. Parents are eager for information. It is always a good idea to send them more notices in languages they are comfortable. Parents then will see their involvement in school matters as something necessary. Most parents who speak low incidence languages are comfortable in a major language, such as English, Spanish or French. The fact that we reach them on different linguistic levels, show the interest we have in their ethnic and cultural heritage. The parents' participation in school life has improved if we account for better communication in English AND their home language. As an example, we mention the participation of the parents of ELLs in PTA and in the periodic meetings with teachers, counselors, and ESL coordinator. There are two meetings with parents of ELLs each semester where important topics are covered: common-core standards, requirements for graduation, preparedness for college, and NYSESLAT preparation. These meetings will involve oral and written translation services, where teachers and parents will satisfy the translation needs of the participants.

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.

During PTA meetings, open school nights, guidance meetings, and other situations bilingual parents are invited to school, we have compiled a list of staff resources to use when we need translations. We have staff members who speak Spanish, French, Malinke, and Creole. We also have a small number of senior students who speak low-incidence languages that a few parents are fluent, such as Mandingo and Krio. Their services are used during meetings with parents.

There are a small number of parents who volunteer to provide translation services in Spanish and French.

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>.

The school determines immediately upon enrollment the language status of the student and his/her family.

A list of parents' primary language is maintained in ATS. A copy of this document is for the use of administration, guidance, ESL coordinator, parent coordinator, and teachers.

We have developed a language access plan that is part of our school's CEP.

Our school makes every effort to send information home in the language that parents understand. Parents are informed about their rights as members of our school community. They have the right to available language services.

During formal and informal parent-teacher-school meetings (CEP, PTA, conferences, hearings, parents' visits), the school offers translation and interpretation services using staff members and parent and student volunteers.

Upon enrollment and also during school visits, parents are notified in the language they understand about their rights regarding translation and interpretation services.

Our school translates important documents containing critical information in the languages that parents understand.

Our school safety plan contains our policy to ease access to information and to school officials for the parents who speak other languages.

Our school has posted signs for the parents and visitors that show the availability of interpretation services.