



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	11x289
School Name:	YOUNG SCHOLARS ACADEMY
Principal:	JEANETTE VARGAS

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Young Scholars Academy School Number (DBN): 11X289
School Level: Middle School Grades Served: 6 - 8
School Address: 3710 Barnes Avenue Bronx, NY 10467
Phone Number: 718-325-5834 Fax: 718-325-5676
School Contact Person: Ms. Jeanette Vargas Email Address: JVargas5@schools.nyc.gov
Principal: Jeanette Vargas
UFT Chapter Leader: Pellumb Cela
Parents' Association President: Diana Oscar
School Leadership Team
Chairperson: Jeanette Vargas / Pellumb Cela
Student Representative(s): N/A

District Information

District: 11 Superintendent: Maria Lopez
Superintendent's Office Address: 1250 Arnow Ave, Bronx, NY, 10469
Superintendent's Email Address: MLopez9@schools.nyc.gov
Phone Number: (718) 519- 2620 Fax: _____

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 608 Network Leader: Rudy Rupnarain

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)
Jeanette Vargas	*Principal or Designee	
Pellumb Cela	*UFT Chapter Leader or Designee	
Diana Oscar	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Xiomara Esquilin	CBO Representative, if applicable	
Jared Yapkowitz	UFT	
Deborah Harris	UFT	
Shante Jones	Parent	
Shannette Janvier	Parent	
Audrey Campbell	Parent	
Nicola Jackson	Parent	
Paul Ramirez	Member/ UFT	
	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:

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Young Scholars Academy is a learning community whose mission is to educate all children with a focus on three goals:

- To promote a high level of academic achievement in all content areas
- To nurture the social, emotional, intellectual and physical development of adolescent learners
- To prepare all students for success in high school, college, and life beyond the classroom.

We are located in the northeast section of the Bronx and currently service approximately 320 students in grades 6 – 8. The school population is made of 70% Black, 25% Hispanic, 4% Asian/American Indian/Pacific Islander and 1% White. Boys account for 53% of the student body and girls account for 47%. As part of our demographics our student body also includes 7% English Language Learners (ELLs) and 25% of our population is comprised of Students with Disabilities (SWDs). The average attendance for the 2013/2014 school year was 88.2%. Our scholars are taught to think critically, and become problem solvers. Our students are being prepared for high school and college through our emphasis on aligning instruction in all content areas to rigorous standards, the Common Core Learning Standards (CCLS). We celebrate student success through student of the month, quarterly Honor Roll, and 100% attendance celebrations. Students are engaged in rigorous activities as well as a variety of extra-curricular activities offered by our Community Based Organization (CBO) partnership with Building Educated Lifelong Learners (BELL).

Our Parent Coordinator collaborates with school leaders to help provide parents with a monthly newsletter in order to inform them of upcoming meetings, workshops, and special events. Our faculty notifies parents of student progress through the use of Jupiter Grades along with our weekly Parent Engagement sessions set-forth on Tuesday afternoons. We also use our School Messenger system to remind parents of upcoming school events.

In terms of our school community, we have maintained 92% of our staff and have been able to develop and promote our own teachers into teacher leadership roles, such as Peer Instructional Coaches (PICs) and Demonstration Teacher roles. During the 2013/2014 school year our school professional development focused on the new observation tool used for evaluating the instructional practices of our teachers, the Danielson Framework for Effective Teaching. This year we continue with this focus with an extra emphasis on Domain#3 of the Danielson Framework, as we believe this is what will assist most in impacting student achievement. Our teachers are provided Professional Development (PD) on Monday afternoons and Tuesday afternoons. On Thursdays, our teachers meet in collaborative teacher teams based on subject matter and by grade level. During the day, teachers meet a minimum of once a week to collaborate on lesson plans and adjustments to their curriculum. As we are focusing on literacy, our Science and Social Studies teachers participate in weekly teacher team meetings with the English Language Arts (ELA) teachers.

Young Scholars Academy has partnered with Middle School Quality Initiative (MSQI). Through this partnership the understanding set-forth by Principal Vargas is that all teachers are teachers of literacy and teachers are using an interdisciplinary vocabulary and literacy program, Word Generation, in all grades during the 2013/2014 school year. This year the school has expanded Word Generation to all grades. Science and Social Studies also support literacy instruction and a strategic reading time period has been scheduled into teachers' programs. One of the ways we monitor student progress is through the use of the Degrees of Reading Power (DRP) assessment across all grades. YSA's Instructional Focus for the 2014/2015 school year will focus on building a culture and community that promotes student-centered learning by engaging students in higher-order questioning, leading to student discussions that will help our scholars develop the oral and written communication skills critical for high school, college, and career readiness.

At Young Scholars Academy we believe that we have made the biggest strides in Tenet 3 of the Diagnostic Tool for School and District Effectiveness (DTSDE) rubric, in particular Statement of Practice (SOP) 3.2. We have pushed to align all core subjects to the CCLS and we believe, that in order for our students to have success, we all need to collaborate and challenge all our students in every subject. We also believe that we need to continue working to improve the school environment and learning culture through our Positive Behavioral Interventions and Supports (PBIS), so that all staff and students feel they have a safe place to learn and succeed.

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

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

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

11X289 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	320	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	14
Types and Number of Special Classes (2014-15)					
# Visual Arts	17	# Music	N/A	# Drama	1
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	78.9%	% Attendance Rate		88.9%	
% Free Lunch	81.7%	% Reduced Lunch		6.1%	
% Limited English Proficient	6.7%	% Students with Disabilities		22.6%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.5%	% Black or African American		69.1%	
% Hispanic or Latino	26.3%	% Asian or Native Hawaiian/Pacific Islander		2.1%	
% White	0.9%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.17	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# 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)		13.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.23	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	6.9%	Mathematics Performance at levels 3 & 4		12.0%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		25.0%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		54.8%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Based on our Quality Review from 2012-2013 and our 2013-2014 Priority Focus Quality Review (PFQR), our instructional strength has been on our focus in utilizing Webb's Depth of Knowledge (DOK) to design lessons and to effectively scaffold questions that challenge students to apply concepts in a new context, connect ideas using supportive evidence in reading, analyze, and make real world connections. In addition, teachers consistently utilize student work products to refine their practice. During the past three to four years, our curriculum teams have embarked on a journey to align instruction to the Common Core Learning Standards (CCLS). Currently the team meets and adjusts units of study to assure that all units and lessons are aligned to CCLS and that additional supports are provided to addresses the needs of all students, including our English Language Learners (ELLs) and Student with Disabilities (SWDs). All students are accountable for meeting learning expectations.

In order to ensure that lessons are cognitively engaging, all teachers are required to use Webb's Depth of Knowledge and the rigor matrix as a resource for improving instructional practices. In addition, school leaders have emphasized the importance that all teachers are teachers of literacy. Word Generation continues to be used as a way to obtain new interdisciplinary vocabulary and literacy acquisition. Word Generation vocabulary words are introduced in all core subjects weekly. This school year, a 'Strategic Reading Time' period has been have embedded into teachers' instructional programs in ELA, Social Studies, and Science classes.

Needs: Continue to work collaboratively to ensure that units of study are all aligned to the Common Core Learning Standards and include components to address the needs of SWDs and ELLs, by ensuring higher order questions are pre-planned by teachers to use with students, to promote critical thinking within daily classroom instruction for all

students.

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.

During the 2014-2015 school year, our teacher teams will continue to work together to adjust units of study to align to the Common Core Learning Standards (CCLS) and will utilize Depth of Knowledge (DOK) level 3 and 4 activities and performance tasks to engage students in higher order thinking and discussion, resulting in a 5% increase in the number of students meeting proficiency levels on the ELA and Math state exams.

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>
In September 2014, school principal will program planning time for teacher teams/Inquiry Teams as well as provide professional learning opportunities every Monday aligned to the school’s Professional Development Plan (SOP 3.4).	Teachers	Sept. 2014 – June 2015	Assistant Prin. ELA/ELL Staff Developer, Assistant Prin. Math
During 2014-2015 school year, the curriculum team will provide training to staff in the use of Word Generation.	Teachers	Sept. 2014 – June 2015	Literacy Coach AP. ELA
During the 2014-2015 school year, a ‘Strategic Reading Time’ period will be incorporated in ELA, Social Studies and Science classrooms across grades 6- 8	Teachers	Sept. 2014 – June 2015	AP ELA/SS AP Math/Sci. Principal Literacy Coach
During the 2014-2015 school year, Professional Development (PD) will be provided to all teachers on instructional practices for the ‘Strategic Reading Time’ period.	Teachers	Sept 2014- June 2015	Literacy Coach MSQI Coordinator
In October 2014 – we will begin our after-school program designed to provide intervention to our lowest performing students including SWDs and ELLs. In January 2015, we will begin our Saturday Academy to provide additional intervention to our lowest performing students.	Students Level 1 (include Ell’s and SWD)	October 2014 – April 2015	AP ELA
During the 2014-2015 school year, school leaders will establish the Young Scholars Academy Debate Team.	Students	Sept. 2014 – June 2015	Debate Team Coach AP ELA/SS
October 2014-June 2015, teachers of Social Studies, Science and ELA will be using readings/texts provided by the curriculum team for our	Teachers	Oct 2014- June 2015	Literacy Coach MSQI Coordinator

'Strategic Reading Time.' Students will be strategically grouped and various reading strategies will be used.			
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Part 4 – Resources Needed

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

- Priority/Focus funds will be used for after school per-session curriculum development for 5 teachers for 10 weeks- (2 hours a week @\$50.49 = \$5,049)
- Priority Focus funds will also be used for our Saturday Academy program that will run for 15 days 4 hours a day with 6 teachers @\$50.49=\$18,177.
- Priority/Focus funds will be used for -after-school program running January to May for 88 days (2 hours a day for 4 teachers @50.49=\$35,545)
- Priority Focus funds will also be used for Debate Team (50 hours @ \$50.49=\$2,523)
- Supervisor per-session for Saturday program will total 75 hours from January – April (75hrs. X \$52.85 = \$5,285)
- Supervisor per-session for Academic Program M-F (25 daysX2hrsX52.85 = \$2,642.50)
- Purchase of Rubicon Atlas Curriculum Map Program
- Purchase of Mathematics on-line program (Mathletics/i-Ready)

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.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		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.

N/A

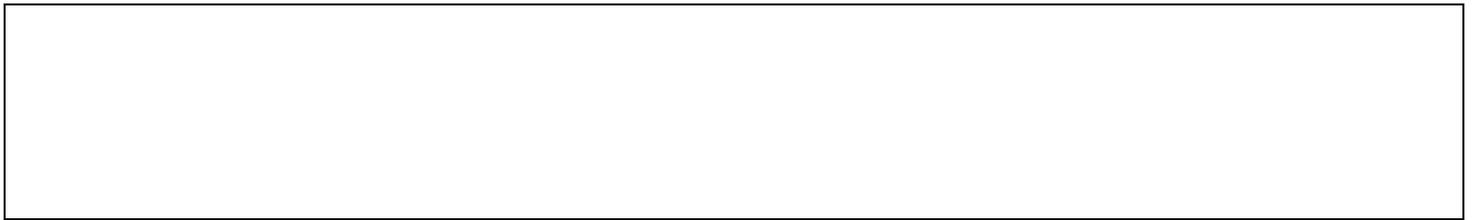
Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Weekly review of Teacher Team meeting minutes and attendance by school leaders.
- Monthly review of teacher observations during the Word Generation periods and the Strategic Reading Time periods.
- Every other month, school leaders will track student progress during the Strategic Reading Time periods through teacher observations in ELA, Social Studies, and Science classrooms.
- School leaders will conduct monthly reviews of student attendance for both the after-school (Bell Program) and Saturday Academy program.
- School leaders and staff will monitor student progress on benchmark CCLS aligned assessments in December, February, and March and will analyze data findings.
- Administrative staff and teachers will review student progress on the DRP assessment data in September, January, and May.
- February 2015, the principal and network Achievement Coach will conduct a 'Mid-Point Progress Monitoring' review of each SCEP goal.

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

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



Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The data from our Learning Environment Survey (LES) shows that 33 - 45% of our students do not feel safe in our school and a larger percent understand that there are consequences for student misbehaviors, 61% of students do not feel that they treat each other with respect.

Our data also shows that we need to improve the tracking of student incidents to intervene before issues escalate. Based on OORS data, there was an increase in the number of both principal and superintendent suspensions in the 2012-13 school year as compared to the 2013-14 school year data findings. Most incidents recorded were by the same 10-12 students. Further analysis showed most incidents occurred by students in the 7th grade who were new to the building at the time of the reporting.

Part 2 – Annual Goal

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

By June 2015, school leaders and staff will work to improve the schools learning environment by implementing Positive Behavioral Interventions and Supports (PBIS) to decrease the number of incidents that occur in the hallways, bathrooms and cafeteria by 20%, as evidenced by OORS data reports.

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: 7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 8. 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). 9. Strategies to increase parent involvement and engagement 10. 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>
September 2014, school administrators will review school OORS data to look for trends.	Principal	Sept 2014	Administrative staff/PBIS Team
During the 2014-2015 school year, Google Drive will be used to create a system of data collection of incidents occurring in classrooms, which will include information of teacher and parent responses to each incident.	PBIS Team Teachers	Jan. 2015 – June 2015	Administrative staff/PBIS Team
Improve the schools learning environment by promoting existing PBIS initiatives and developing new ones to target both a decrease in superintendent suspensions and an increase in student attendance in the upcoming school year.	Teachers Students	Sept 2014 – June 2015	AP PBIS Team
Increase daily attendance from an average of 88% during the 2013-2014 school year to a minimum of 94% during the 2014-2015 school year.	Students	Sept 2014 – June 2015	Guidance Counselor Attendance teacher Grade AP Parent Coordinator
January 2015, school leaders will administer survey to students to use for gathering information in order to make necessary changes to current PBIS initiatives.	Students	Jan. 2015	PBIS Team
During the 2014-2015 school year, school leaders and staff will establish a student government so that students have a voice in regards to school issues.	Students	Jan. 2015	AP PBIS Team
By November 2014, PBIS Scholar Dollar store will open for students and incentive activities will be promoted throughout the year.	PBIS Team	Nov 2014 – June 2015	PBIS Team AP

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Priority/Focus funds to provide opportunity for PBIS Team to meet, review findings make necessary adjustments (4 teachers X 1 hr. weekly X 20 X 50.49 = \$4,040) (1 Supervisor X 1 hr. x 20 session X \$52.85 = \$1,057) • Assemblies – acknowledging success of students • Honor Roll/100 % attendance breakfast (4X\$250=\$1,000) • Cabinet meetings with Assistant Principal and Deans • After school meeting with Guidance Counselor • Peer Intervention Coach/Demonstration Teacher (Teacher Incentive Fund)

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Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	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.

F-Status Social Worker

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.

- School leader will monitor PBIS data with Assistant Principals and PBIS Team and will share data with staff on a monthly basis.
- School leaders will conduct a monthly analysis of OORS data to identify trends.
- By March 2015 – the Assistant Principal from Young Scholars will collaborate with Assistant Principal from the School of Diplomacy to begin developing a data collection system using Google Drive.
- November 2014, the PBIS school store will open and students will be able to use their earned ‘Scholar Dollars’ to purchase items in the PBIS Scholar Dollar store.
- September 2014 – June 2015, the PBIS team will meet monthly to review and analyze current PBIS systems in in order to make necessary adjustments.
- February 2015, the principal and network Achievement Coach will conduct a ‘Mid-Point Progress Monitoring’ review of each SCEP goal.

Part 6b. Complete in February 2015.

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
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.	E
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

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

Based on our Quality Review from 2012-2013 and our 2013-2014 Priority Focus Quality Review (PFQR), our instructional strength has been on our focus in utilizing Webb’s Depth of Knowledge (DOK) to design lessons and to effectively scaffold questions that challenge students to apply concepts in a new context, connect ideas using supportive evidence in reading, use concepts to solve problems, analyze, and make real world connections. In addition, teachers consistently utilize student work products to refine their practice. During the past three to four years, our curriculum teams have embarked on a journey to align instruction to the Common Core Learning Standards (CCLS). Currently the team meets and adjusts units of study to assure that all units and lessons are aligned to CCLS and that additional supports are provided to addresses the needs of all students, including our English Language Learners (ELLs) and Student with Disabilities (SWDs). All students are accountable for meeting learning expectations.

Needs:

Further professional development on best practices in working with English Language Learners and Students with Disabilities is needed.

Additional time for teachers to meet and collaborate on lesson planning and curriculum modifications is needed within the master schedule.

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.

During the 2014-2015 school year, teachers will work collaboratively during ongoing professional learning opportunities to support the continued integration of literacy strategies within the core content areas in order to improve instructional practices and promote high levels of student engagement, resulting in at least 50% of teachers improving by at least one HEDI rating on selected components of the Danielson Framework.

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: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	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>
During the 2014-2015 school year, teachers will be provided with opportunities to discuss ‘best practices’ during professional learning opportunities.	Teachers	Sept 2014- June 2015	Peer Instructional Coach, Teachers, Coaches
During the 2014-2015 school year, school leaders and coaches will collaborate with teachers to engage in unit and lesson planning with a focus on engaging students through effective questioning and student discussion opportunities.	Teachers Curriculum Team	Sept 2014- June 2015	AP ELA/SS AP Math/Sci.
During the 2014-2015 school year, teachers will be afforded opportunities for inter/intra-visitations so that they can observe instructional ‘best practices’ used by their colleagues.	Teachers	Dec. 2014- May 2015	Administrative Staff
January 2015, school leaders will begin a study group for teachers using <i>Teach Like a Champion</i> to focus on improving classroom management and student engagement.	Teachers Adm. Staff	Jan. 2015 – May 2015	Principal/Adm. Staff
Assistant Principal will monitor teacher team meetings weekly with focus on student work/data.	AP	Sept 2014- June 2015	Adm. Staff / Peer Instructional Coaches/Literacy Coach
During the 2014-2015 school year, administrative staff will perform observations with a focus on Danielson components 3B: Effective	Adm. Staff	Sept 2014- June 2015	Adm. Staff/Peer Instructional

Questioning and Discussion and 3C: Engaging Students in Learning, through the monitoring of 'Aims' and 'Exit Slip' questions.			Coaches
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Part 4 – Resources Needed

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

- *Teach Like a Champion* book will be purchased to begin a 'Book Club' for teachers.
- Teacher Team Meetings – Science and Social Studies teachers will collaborate with ELA teachers.

Part 5 – Budget and Resource Alignment

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

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		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.

- Purchase of 40 copies of *Teach Like a Champion 2.0* @ \$22.99 = \$919.60)

Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- October 2014-June 2015 – the curriculum team will monitor and review professional development plan and schedule.
- September 2014-June 2015 – the administrative staff and teacher teams will review progress with units, lessons, Word Generation, and the Strategic Reading Period and will make adjustments as needed.
- March 2015-June 2015, the administrative staff, Peer Intervention Coaches, and the Demonstration Teacher will review the summary of teacher inter/intra visitations on a monthly basis.
- Administrative staff will conduct weekly reviews of attendance and minutes taken during teacher team meetings.
- September 2014-June 2015, the principal and Assistant Principals will monitor their monthly observation schedules to make sure they remain on track with completing all their observations and debriefing sessions.
- February 2015, the principal and network Achievement Coach will conduct a 'Mid-Point Progress Monitoring' review of each SCEP goal.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

- Administrative staff reviewed observation data findings and Advance MOTP reports from the previous year to determine trends in teacher practice and instructional challenges in order to identify areas of need for staff. The analysis of data showed that our teaching staff needs additional support with Domain 3 of the Danielson Framework for Teaching with an emphasis on components 3B: Using Questioning and Discussion Techniques and 3C: Engaging Students in Learning. Administrative staff also reviewed teachers that demonstrated strength in these same components in order to ask them to provide 1:1 assistance to their fellow teachers.
- According to our 2012-2013 Quality Review and 2014-2015 Priority Focus Quality Review (PFQR), we need to be more specific with feedback to teachers to make feedback more actionable, resourced, and time bound. Systematic scheduling of observations is needed to provide teachers with timely feedback, both verbal and written feedback with next steps. Schedules will be reviewed and a class period will be scheduled for teachers to meet with either the principal, or one of the Assistant Principals, for their debrief session.

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.

During the 2014-2015 school year, the school leaders will refine existing systems for conducting teacher observations to allow direct and actionable feedback after observations, so that at least 50% of teachers improve by one HEDI scale rating on selected Domain 3 components of the Danielson Framework.

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: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	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>
September 2014, principal and administrative staff will review MOTP findings to identify strengths and weakness within each of the four domains of the Danielson Framework, with a focus on the eight components teachers are being evaluated on this school year.	Principal, Assistant Principal	Sept 2014	Principal, Assistant Principal
September – October 2014, principal will meet with teachers to discuss their individual goals and will have teachers select their observation option.	Principal, Assistant Principal	Sept/Oct 2014	Principal
September-May 2014, principal and Assistant Principals will schedule teacher observations and feedback sessions.	Principal, Assistant Principal	Sept/May 2014	Principal
October-November 2014 – Professional Learning Committee will work on a professional development calendar to provide support to teachers on the domains and components of the Danielson Framework.	Principal, Assistant Principal, Curriculum Team	Oct/Nov 2014	Administration Team, Curriculum Team
October-June 2015, administrative staff, Peer Instructional Coach, and curriculum team will analyze types of questions being asked in classrooms.	Principal, Assistant Principal, Curriculum Team	Oct 2014- June 2015	Administration Team, Curriculum Team/Peer Instructional coaches

Part 4 – Resources Needed

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

N/A

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.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		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.

N/A

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.

- During the 2014-2015 school year, administrative staff will review MOTP observations to monitor the movement of teachers from ratings of ‘Ineffective’ to ‘Developing,’ ‘Developing’ to ‘Effective,’ and ‘Effective’ to ‘Highly Effective’ in Domains 1, 2, and 3 (October, December, February, April, and May).
- During the 2014-2015 school year, administrative staff and curriculum team will monitor effectiveness of professional learning opportunities (January, March, April, May).
- December 2014 – May 2015, school leaders will develop and review the monthly calendar of differentiated professional learning opportunities with the school’s Professional Learning Committee.
- February 2015, the principal and network Achievement Coach will conduct a ‘Mid-Point Progress Monitoring’ review of each SCEP goal.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Learning Environment Survey 2013-2014: A review of parents taking survey showed that only 23% of our parents took the survey. In reviewing data, it was noted that on average 75% of the parents are aware of school happenings. However, this is not translating to parent attendance at school functions.

During the 20 13-2014 school year, analysis of parent attendance at meetings and workshops showed the average attendance at sessions was about eight parents (exception to Family Science night, Family Math Night, and High School Articulation). Though this was an increase over the previous year, it is still far below expectations.

Needs:

School leaders and staff need additional supports and professional development on how to engage and involve more parents in school activities, parent workshops, and in other educational opportunities for themselves and their children.

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.

During the 2014-2015 school year, the school will continue to utilize School Messenger, monthly parent newsletters, and monthly student progress reports to increase parent involvement and attendance at monthly meetings and family workshops by a minimum of 25%, as evidenced through parent attendance records.

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: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. 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>
September 2014- November 2014, Parent Coordinator will provide parents with an interest survey on a variety of topics for possible parent workshops.	Parents	Sept/Oct. 2014	Parent Coordinator
During the 2014-2015 year, the administrative staff will provide parents a variety of parent-centered workshops.	Parents	October 2014 – June 2015	Assistant Principals Parent Coordinator
September 2014- June 2015, Parent Coordinator will review attendance at parent workshops on a monthly basis.	AP Parent Coordinator	Sept. 2014-June 2015	Parent Coordinator
During the 2014-2015 school year, teachers will continue to update Jupiter Grades so that both parents and students have daily access to student grades and missing assignments. Jupiter Grades will also serve as an additional tool for communication between parents and teachers.	Parents	Sept 2014- Oct. 2015	Teacher Assistant Principals Principal
During the 2014-2015 school year, the school leaders and staff will promote dialogue with parents and students, will provide resources to support student learning, and will collaborate to increase the number of students passing their core courses.	Parents/Students	Sept. 2014/June 2015	Principal Assistant Principals Parent Coordinator

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Part 4 – Resources Needed

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

- September 2014 - Purchase of Jupiter Grades
- Parent Coordinator and school leaders will review parent calendar of parent workshop provided (P/F – 1% Parent Engagement)
- Parent workshops (Vendor-CITE)

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	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.

- Family Nights (Evening)/ Urban Advantage/ CBO-BELL
- Jupiter grades

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.

- Parent Coordinator and school leaders will monitor and track how often parents are coming to Family Nights and parent workshops throughout the 2014-2015 school year.
- School leaders will conduct monthly reviews to monitor that teachers are updating their Jupiter Grades data.
- School leaders will monitor teacher logs documenting parent outreach conducted on Tuesdays.
- On a monthly basis, the administrative staff and Parent Coordinator will collaborate to conduct parent workshops.
- On a monthly basis, school administration will monitor the use of Jupiter grades by parents and note if there is a change in student performance outcomes.
- On a monthly basis, Parent Coordinator and school leaders will monitor School Messenger and will update phone numbers of parents- as needed.
- February 2015, the principal and network Achievement Coach will conduct a ‘Mid-Point Progress Monitoring’ review of each SCEP goal.

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

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

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Section 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)	State exam, DRP data, teacher referral, Report Card information	Light Sail, Just Words, Word Generation, Reciprocal Reading, Strategic reading Time, Book Clubs	Small group, tutoring	Before/After-school, Saturday Academy, Learning Lab, lunch time tutoring
Mathematics	State exam, teacher referral, Report Card information	i-Ready, Mathletics	Small Group, tutoring	Before/After-school, Saturday Academy, Learning Lab, lunch time tutoring
Science	State exam, DRP data, teacher referral, Report Card information	Tutoring, Strategic Reading Time	Small Group, tutoring	Before/After-school, Saturday Academy, Learning Lab, lunch time tutoring
Social Studies	State exam, DRP data, teacher referral, Report Card information	Tutoring, Strategic Reading Time	Small Group, tutoring	Before/After-school, Saturday Academy, Learning Lab, lunch time tutoring
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referral, Parent request, CST referral, referral by administrative staff	At-risk counseling, PBIS	Small group	Lunch time, after-school, regular school day

11X289 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	06,07,08	Total Enrollment	320 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	N/A	# SETSS	N/A # Integrated Collaborative Teaching 14
Types and Number of Special Classes (2014-15)			
# Visual Arts	17	# Music	N/A # Drama 1
# Foreign Language	N/A	# Dance	N/A # CTE N/A
School Composition (2013-14)			
% Title I Population	78.9%	% Attendance Rate	88.9%
% Free Lunch	81.7%	% Reduced Lunch	6.1%
% Limited English Proficient	6.7%	% Students with Disabilities	22.6%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	1.5%	% Black or African American	69.1%
% Hispanic or Latino	26.3%	% Asian or Native Hawaiian/Pacific Islander	2.1%
% White	0.9%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	5.17	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	N/A	# 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)	13.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	7.23
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	6.9%	Mathematics Performance at levels 3 & 4	12.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	25.0%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	54.8%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

11X289 School Information Sheet Key

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				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				14
Types and Number of Special Classes (2014-15)				
# Visual Arts	17	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	78.9%	% Attendance Rate	88.9%	
% Free Lunch	81.7%	% Reduced Lunch	6.1%	
% Limited English Proficient	6.7%	% Students with Disabilities	22.6%	
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% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

Section 7: 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.

- A program that includes common planning time, departmental meeting times, and grade conferences for teachers to collaborate
- Use of ARIS Learn to provide teacher online professional development
- Emphasis on the Depth of Knowledge (DOK) to promote rigor and higher order thinking tasks/questions
- Partner with network for monthly professional learning opportunities provided by the Network
- Mentor/Buddy 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).

- ELL workshop for staff members
- Instructional Rounds hosted by Network
- Principal led professional development
- Teacher led professional development (both by PIC, DT, and teachers that are to turnkey information from workshops they have attended
- MSQI training for both administrators/Literacy Coach/Social Studies and Science teachers
- UA Professional Development for all Science teachers
- Central led professional development

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

MOSL committee met to discuss and decide on selection of exams to be used for the 2014-2015 school year. Teachers received professional development in use of resources for NYC Performance assessments. Teacher teams developed Common Core Aligned assessments as a way to monitor student progress across grades and subjects. School leaders and teachers analyze data and develop intervention plans for differentiated 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	\$260,907	N/A	
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	\$62,521	X	12,14,18,24
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	N/A	N/A	N/A
Title III, Immigrant	Federal	\$17,791	X	12,14
Tax Levy (FSF)	Local	\$1,977,847	NA	

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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.

Young Scholars Academy (11x289) **Parent Involvement Policy**

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. **Young Scholars 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.

Young Scholars Academy will support parents and families of Title I students by:

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

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

feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, 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

Young Scholars Academy (11x289)
School-Parent Compact

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Involvement Policy and this Compact;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 11	Borough Bronx	School Number 289
School Name Young Scholars 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 Jeanette Vargas	Assistant Principal Sharon Montes
Coach type here	Coach type here
ESL Teacher Marie Dawes-Smith	Guidance Counselor Adeghe
Teacher/Subject Area Rafael Ossorio/ELA	Parent type here
Teacher/Subject Area type here	Parent Coordinator Tabitha Brugman
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	1	Number of teachers who hold both content area and ESL certification	0
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)		Total number of ELLs	23	ELLs as share of total student population (%)	0.00%
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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	0	0					0
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
Push-in							3	2	2					7
Pull-out							5	0		0				5
Total	0	0	0	0	0	0	8	2	2	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	3

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	12			8			3			23

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	12	0	0	8	0	0	3	0	0	23
Number of ELLs who have an alternate placement paraprofessional: <u>1</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							7	5	3					15
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							4	2	2					8
TOTAL	0	0	0	0	0	0	11	7	5	0	0	0	0	23

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)							6	2	1					9
Intermediate(I)							1	2	0					3
Advanced (A)							4	3	4					11
Total	0	0	0	0	0	0	11	7	5	0	0	0	0	23

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	6	3	1						10
7	7								7
8	9	4	1						14
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Use of Fountas and Pinnell and I-Ready ELA, we found that our beginning students date reflected that they were beginning readers. Majority of students read at approximately 3-4 grade level in english. Many students showed that they were Advanced under listening ad speaking, however they fell under intermediate level for Reading and writing.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns across the proficiency levels showed that majority of students did fairly well in the reading and speaking, however much work needs to be done with reading and writing. (The RNMR modality analysis report is not available for the Spring NYSESLAT exam..
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](#))
"The RNMR modality analysis report is not available for the Spring 2013 NYSESLAT exam"
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?**What we have found that Ell's are getting the same grades whether they take the English version or Native language test.**
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](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?
As we are aware that students need additional support to assist in their instructional growth, Ell's are placed in the ICT class so that there are two teachers at all times, to support all students.
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.).
We review data from assessments given by both classroom and ESL teacher to see if there are any additional gaps in student learning. If we see that students are truly attempting to gain the knowledge, we do further analysis of why students learning is being.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When students are new to our school, the HLIS is given to the parents to fill out. If they need someone to translate for them, we provide a translator and or use Google Translate at the point of admission to assist with the process. Once the HLIS is returned, the ESL teacher is contacted. ESL teachers interviews Parent and Student. If Student HLIS states a language pther than English, Then LAB-R is administered to student. Finding are shared with parent
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.
In the beginning of the school year parents are sent letters (Translated) to invite them to our Parent meeting to speak about program choices and what we offer. (In letters home we ask parents if they would need a translator and if they would be attending). When a student is new, generally within the first two weeks we have meeting with parent explaining our program
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 [\[see tool kit\]](#).)
ESL Teacher keeps track of all forms and secures same in file cabinet in APs office

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Base on parent option students are placed in appropriate setting. If parent wishes to have a bilingual program, we reach out to the schools on our campus first to see if they have space in selected program.
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.
Schedule is set-up ESL teacher along with AP and same is shared with Faculty to assure all students are tested.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**
Paste response to question here:

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])?**Paste response to questions here:**
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)?**Paste response to questions here:**
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.
Since we have a free-standing ESL program, we use both a Push-in and Pull out model for our students, for students who have scored

Advance we provide the push-in model at all times. Beginners are offered 360 minutes as well as intermediate students. ESL teacher reviews core content and with CCLS in mind assist in taking information making sure students, speak and explain what they have learned along with how and where they get their information to answer specific questions. ESL teacher periodically checks if they have their dictionary with them. In the classroom, teachers would occasionally use google translate for the vocabulary words introduced to the student body..

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELL's are provided instruction in English through out the year, however, When test are available we give students the option to use their native language test or English test.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ESL teacher meets with core subjed teachers to discuss student progress in their classrooms:
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).

Since we have a free-standing ESL prgram, we use both a Push-in and Pull out model for our students, for students who have scored Advance we provide the push-in model at all times. Beginners are offered 360 minutes as well as intermediate students. ESL teacher reviews core content and with CCLS in mind assist in taking information making sure students, speak and explain what they have learned along with how and where they get their information to answer specific questions. Students you have been ELL's for than 4 years we evaluate all their work to see if there is something interferring with learning. We provide additional at-risk services to students and if need be we refer students to be evaluated.

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?
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
ELL-SWD are instructed with the same Common Core curriculum. We use Code-X for ELA and a combination of CMP3 -impact for mathematics (in mathematics we use the spanish transalations for students who speak spanish). To the extent possible, we flexible program students in self -contained classes to ICT classes. Students in ICT are programmed with their peers and receive instruction as everyone else. Teachers that have demonstrated to be the most effective in their instruction have been assigned ICT classes and SWD are accessed the same way as their peers.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

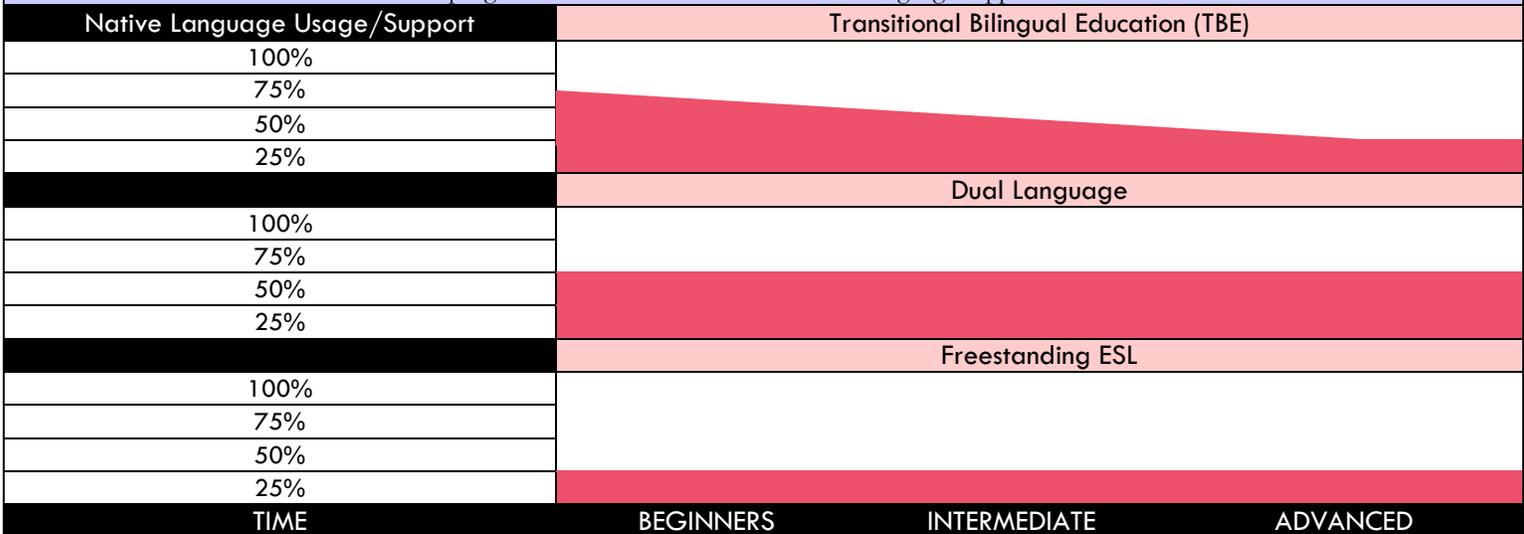
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Intervention program offered Just words, IReady, Achieve 3000
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
Non are being considered at this time
12. What programs/services for ELLs will be discontinued and why?
No programs will be discontinued, however the current ESL structure will be evaluated to ensure that the program is fully supporting all ELL's
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students have equal access to all extra-curricular programms. (ie: Chorus, Track, Volleyball, basketball. When After-School programs are created, ELL's are the first students invited and phone calls/parent meetings are used to inform parents. ELL's are not segregated from the general student population.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
The instructional materials that re used are computers, laptops, IReady software reading and math, Achieve 3000, guided reading books, picture dictionaries and teacher created material.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Although English is the only language used in our ESL program, we support Bilingual and multicultural Education through the celebration of diversity and cultures. These theoretical frameworks are our focus when creating our lessons. Peered with students' strengths and challenges, we are able to provide ESL services that support all ELL's
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response to question here:
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.
At the beginning of the school year, we hold a welcom event for parents of newly enrolled ELL students. The plan or ESL instruction is discussed at this event.
18. What language electives are offered to ELLs?
Spanish
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - 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.

ELL teachers attend workshops and events outside of the school whenever possible. ELL teachers also collaborate with other ELL teachers in the building, teachers who teach in other schools offer helpful strategies and assistance to support ELL's

Professional development meetings and workshops are offered to all teachers to ensure that ELL's are receiving appropriate instruction throughout the school day.

Professional development meetings and workshops are offered to all teachers to ensure that ELL's are receiving appropriate instruction throughout the entire school day.

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?

Parents attend PA meetings and school events. Several parents make themselves willingly available to support our students. The school partners with other agencies or Community Based Organization to provide workshops or services to ELL parents. The needs of the parents are evaluated through interviews and conversations during parent/Teacher conferences, phone conversation or at events that regularly take place at the school.

Parental involvement activities address the needs of the parents because we are able to find out what the parents need help with and are able to create programs and workshops to address these areas of concern.

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: Young Scholars Academy

School DBN: 11x289

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jeanette Vargas	Principal		12/1/13
Alfonso Delgado	Assistant Principal		12/1/13
Tabitha Brugman	Parent Coordinator		12/1/13
Marie Dawes-Smith	ESL Teacher		12/1/13
	Parent		
Samantha Mosca	Teacher/Subject Area		12/1/13
	Teacher/Subject Area		1/1/01
Raphael Ossorio	Coach		12/1/13
	Coach		1/1/01
Eunice Adeghe	Guidance Counselor		12/1/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11x289 School Name: Young Scholars Academy

Cluster: 6 Network: 608

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.

Our schools population comprises of 6.27% od English Language Learners (22 Ell's). The majority of the parents are spanish speakers (15 out of 22). Young Scholars Academy uses information from the Home Language Surveys along with a survey sent home for parents to fill out on preferred language of communication. Furthermore, in order to assess our school's written and oral interpratation we assure that after the students are administered the Lab-R and are classified as Language Learners, we invite the parents in and show them the parent orientation video while also giving them the parent choice survey. The Parent Choice Survey is evaluated to find the language needs of the parents and work as a team to accommodate those needs. ESL teachers has an open discussion with other teachers about ways to help parents of Language learners help their children.

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.

Although our primary language is Spanish we still need translation services for the families who speak french . Communications sent home are translated from English to spanish all the time but we also need to transalate the documents for the families who speak other languages.

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.

Translation services will be provided by both school staff and or outside vendors. To ensure that we provide the services in a timely fashion we will contact the DOE's Translation Unit and send them the documents needing to be translated. Once the documents are translated we will distribute the translated documents to parents.

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.

Oral translation services will be provided by both school staff and or outside vendors. We have 7 staff members fluent in Spanish. In order to address the language needs of the parents of other languages we will contact the DOE's Translation Unit.

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>.

School will determine within (30) days of a student enrolling the primary language spoken by parent of each student.. If language spoken at home is not English, assistance will be offered in order to communicate effectively with each household. Parents will be advised that they may choose to rely on an adult friend/companion or relative for language interpretation services and if such is not available school will provide translation services. Copy of Parents Bill of Rights and Responsibilities which includes their rights regarding translation services will be given to parents in their language.

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: Young Scholars Acadmey	DBN: 11x289
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 24
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

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:

Young Scholars Academy is a Title 1 school with approximately 72% of students receiving free lunch. A analysis of student performance data shows that ELLS underperform all other students groups in ELA and secondly Mathematics. Percentage of ELL's who achieved proficiency level 3 and 4 during the 2011, 2012, and 2013 school year is as follows:

ELA: 0.0% in 2011, 0.0% in 2012 and 0.0% in 2013

Mathematics: 21.0% in 2011 , 14.0 in 2012 and 0.0% in 2013

The percentage of students attaining proficiency in the NYSESLAT for the last 3 years are as follows:

2011 - 5.0%, 2012 - 6.0% and 5% on 2013.

All ELLs are invited to our Title III after school program. All students regardless of proficiency level are invited to our Tuesday and Thursday Title III After-School Learning Lab. This will begin on February 25, 2014 and end on June 26, 2014 from 3:00pm to 5:00pm. This will be taught by our certified ESL teacher.

Our Saturday Academy will begin on January 25th, 2014 and will run through May 24, 2014, from 9:00am to 12:00pm. 1 1/2 hour dedicated to each subject namely ELA and Mathematics. The certified ESL Teacher will work with beginner, intermediate and advanced level ELL students. Small group instruction will be conducted with the following methodologies: Small Group Instruction in reading skills and strategies - decoding; grammar skills to help in all content areas, books on tapes; computer program (Starfall). A supervisor will be paid out of Title III funds May 3, 2014- May 24, 2014, since this will be the only program running in the school during that time.

The Title III afterschool and Saturday program for ELLs will use i-Ready Diagnostic and instruction program. The reading and math program are designed for students who are struggling and are in need of remediation as well as those students who need to be challenged further. The goal for i-Ready program is to address gaps in student's skills through the use of a computer program, literature and direct instruction in reading skills. The i-Ready program is built with the Common Core in mind. The on-line program diagnoses student challenges, delivers automated, individualized instruction and monitors students' progress. Reports are available for teachers with an action plan for individual and group instruction. Progress monitoring provides immediate insight into student performance

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

Since pedagogues have the responsibility to improve student performance and assist in language acquisition, we continue to focus all instruction with the common core in mind aligning same with citywide instructional expectations. Our professional development workshops for teachers will continue weekly throughout the school year. Listed below are workshops that have been conducted by various members of our staff along with workshops that are scheduled for all staff members.

- * Advance - September 2013 - Young Scholars Academy Staff
- * 2013-14 Citywide Instructional Expectations - September 2013 - Young Scholars Academy Staff
- * Measure of Student Learning - September 2013 - Young Scholars Academy Staff
- * Data Analysis - October 2014 (and through out school year) Literacy Coach/ESL Teacher/Assistant Principals
- * Adolescent Learner - January 2014 - Young Scholars Academy - Principal
- * Word Generation - December 2013 - Young Scholars Academy - Principal
- * Depth of Knowledge - DOK - September - May 2014 Young Scholars Academy -Literacy Coach/AP/Principal/ESL Teacher
- * Quality Instruction/Quality Questions/ Student Engagement - January 2014 - Young Scholars Academy
- * "Supporting ELL's in Developing Academic Language in the Common Core: The Promise of Complex Texts" - January 2014 - NYCDOE - Brooklyn (Title III ESL teacher attended)
- * "Brain Research: Keeping ELL's in mind" - 4 Days (March 18, April 8, April 30 and May 1)-NYCDOE-OELL (Title III ESL teacher attending)

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here:

In order to increase parental engagement and involvement, Parent Coordinator, Administrators, staff have and will continue to provide for parents the following activities during the 2013-2014 school year

- * Workshop - "Parents as Partners- Helping parents of ELL's - Strategies to assist during Parent Teacher Conferences - October 9, 2013 - (5:30 - 6:30) ESL Teacher - Provider
- * Workshop - "Understanding NYSELLAT - Progress for ELL's" - April, 2014 (5:30 - 6:30) (DTD)- ESL Teacher - Provider
- * Workshop - "Understanding the demands of the New York State ELA and New York State Mathematics Exam for Parents of ELL's - March 5, 2014 (5:30 - 6:30) - ESL Teacher Provider
- * Translate all documents and provide interpretation during meetings and events as needed
- * Provide written and verbal progress reports to parents 4 times a year in between report cards
- * Parent Coordinator to provide training to parents on ARIS, Jupiter Grades
- * Invite parents to participate in celebrating academic achievement of their children: National JHS, Honor Roll, and Award Assemblies
- * Schedule parent meeting with flexible schedules if needed, to share information about schools programs and give opportunities to parents to give voice to their needs.

Parents are informed of all workshops via monthly calendars mailed home, weekly reminders given to students along with phone blast using the School Messenger System..

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____