



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

08X305

School Name:

PABLO NERUDA ACADEMY

Principal:

DAVID LIU

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Pablo Neruda Academy School Number (DBN): 08X305
School Level: High School Grades Served: 9-12
School Address: 1980 Lafayette Ave. Bronx NY 10473
Phone Number: 718-824-1682 Fax: 718-824-1663
School Contact Person: David Liu Email Address: Dliu2@schools.nyc.gov
Principal: David Liu
UFT Chapter Leader: Samantha Mezzina
Parents' Association President: Hector Valentin
School Leadership Team
Chairperson: John Young
Student Representative(s): Cynthia Matos; Andrew Yambo Luzinaris; Kashawn Wright

District Information

District: 08 Superintendent: Carron Staple
Superintendent's Office Address: 1 Fordham Plaza, Bronx NY 10458
Superintendent's Email Address: Cstaple@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Network Number: 404 Network Leader: Malika Bibbs

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)
David Liu	*Principal or Designee	
Samantha Mezzina	*UFT Chapter Leader or Designee	
Hector Valentin	*PA/PTA President or Designated Co-President	
Diego Valencia	DC 37 Representative, if applicable	
Cynthia Matos; Andrew Yambo Luzinaris; Kashawn Wright	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Annie Heller	CSA Representative	
Jeanette Del Valle	CSA Representative	
Wanda Linares	UFT Representative	
John Young	SLT Chairperson	
Courtney Deaton	Parent	
Maria Rodriguez	Parent	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

- 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.

Pablo Neruda Academy is in its twelfth year of existence. Our mission is to engage, inspire, and educate our students so that they develop skills to succeed in college and beyond. We support our mission by focusing on College and Career Readiness, Technology Education, and Youth Development.

All students at Pablo Neruda Academy are provided with opportunities to support their college and career goals. Students are individually programmed to meet their specific academic needs. We have partnerships with local CUNY campuses to offer Junior and Senior students off-site College Now classes. Through our iLearnNYC partnership we are able to offer Advance Placement courses as well as targeted classes for upperclassmen who need to repeat a course. Along with the programs and strategies above, our Internship program allows our students to develop college and career skills through real-world applications. Our partnership with the Institute for Student Achievement ensures that we are on the forefront of the state's shifts to the Common Core Standards.

At our school we recognize that there are skills beyond academics that our students need to develop in order to succeed beyond high school. One of these skills is proficiency with technology. At Pablo Neruda Academy, we support our students technological skill development by offering a Multimedia course for incoming ninth grade students. While the students are learning how to create art, they are also learning how to use cloud-based programs for storage, share and collaborate electronically, proper online etiquette, and use of popular software programs. To reinforce what the students learn in this technology course, other classrooms are outfitted with Smart Boards and laptop carts. We have also dedicated a space for full time computer lab to be available for students who are working through the college application process.

Another focus at Pablo Neruda Academy is youth development. We recognize that youth development is an important part of post-secondary ready students. We have implemented a four year Student Learning Community (Advisory) curriculum in order to support the development of our students. This curriculum targets specific content designed to address student needs at each grade level. The PNA Positive Behavioral Intervention System, in the form of Pablo Pesos, is designed to reward students that meet daily expectations. Through partnerships with the Leadership Program and Educational Alchemy we are able to provide weekly sessions of character education in classroom experiences in the ninth, tenth, and eleventh grade classes.

Another hallmark of Pablo Neruda Academy is our strong, collaborative culture. Our school uses teams made of teachers and staff to make decisions for our school. This helps us ensure that the decisions made at our school come from a collaborative voice and not from one voice. It is through this collaborative model that we are able to infuse technology in the classroom through grants and purchases, raise graduation rates by ten percent over the course of four years, develop teacher leaders to lead various teams, and foster a strong learning environment as measured by the NYC School Survey.

One challenge we face is the continuous work of meeting the needs of our high-need special populations. Each year we develop goals and strategies to address our ever changing student population. This year's SCEP details the work that we are commit to working on with these groups of students in order to improve student outcomes. We have made significant gains around Tenant 4.2 in establishing expectations to support all students' needs.

08X305 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	321	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
				57
Types and Number of Special Classes (2014-15)				
# Visual Arts	16	# Music	N/A	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		75.7%	% Attendance Rate	81.9%
% Free Lunch		72.2%	% Reduced Lunch	0.6%
% Limited English Proficient		15.8%	% Students with Disabilities	31.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.6%	% Black or African American	25.7%
% Hispanic or Latino		67.5%	% Asian or Native Hawaiian/Pacific Islander	4.8%
% White		1.2%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		0.67	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		1	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	3.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.4%	Average Teacher Absences (2013-14)	5.43
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		40.7%	Mathematics Performance at levels 3 & 4	37.1%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		84.5%	% of 2nd year students who earned 10+ credits	72.1%
% of 3rd year students who earned 10+ credits		58.9%	4 Year Graduation Rate	70.1%
6 Year Graduation Rate		67.6%		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		

08X305 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	09,10, 11,12	Total Enrollment	321	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	57
Types and Number of Special Classes (2014-15)					
# Visual Arts	16	# Music	N/A	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	75.7%	% Attendance Rate		81.9%	
% Free Lunch	72.2%	% Reduced Lunch		0.6%	
% Limited English Proficient	15.8%	% Students with Disabilities		31.3%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American		25.7%	
% Hispanic or Latino	67.5%	% Asian or Native Hawaiian/Pacific Islander		4.8%	
% White	1.2%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.67	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.2%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		5.43	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	40.7%	Mathematics Performance at levels 3 & 4		37.1%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	84.5%	% of 2nd year students who earned 10+ credits		72.1%	
% of 3rd year students who earned 10+ credits	58.9%	4 Year Graduation Rate		70.1%	
6 Year Graduation Rate	67.6%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				

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% White	1.2%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.67	# of Assistant Principals (2014-15)		2	
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6 Year Graduation Rate	67.6%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				

08X305 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	09,10, 11,12	Total Enrollment	321	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	57
Types and Number of Special Classes (2014-15)					
# Visual Arts	16	# Music	N/A	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	75.7%	% Attendance Rate		81.9%	
% Free Lunch	72.2%	% Reduced Lunch		0.6%	
% Limited English Proficient	15.8%	% Students with Disabilities		31.3%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American		25.7%	
% Hispanic or Latino	67.5%	% Asian or Native Hawaiian/Pacific Islander		4.8%	
% White	1.2%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.67	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.2%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		5.43	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	40.7%	Mathematics Performance at levels 3 & 4		37.1%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	84.5%	% of 2nd year students who earned 10+ credits		72.1%	
% of 3rd year students who earned 10+ credits	58.9%	4 Year Graduation Rate		70.1%	
6 Year Graduation Rate	67.6%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				

08X305 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	321 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	N/A # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	16	# Music	N/A # Drama
# Foreign Language	6	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	75.7%	% Attendance Rate	81.9%
% Free Lunch	72.2%	% Reduced Lunch	0.6%
% Limited English Proficient	15.8%	% Students with Disabilities	31.3%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.6%	% Black or African American	25.7%
% Hispanic or Latino	67.5%	% Asian or Native Hawaiian/Pacific Islander	4.8%
% White	1.2%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	0.67	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	3.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)	5.43
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	40.7%	Mathematics Performance at levels 3 & 4	37.1%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	84.5%	% of 2nd year students who earned 10+ credits	72.1%
% of 3rd year students who earned 10+ credits	58.9%	4 Year Graduation Rate	70.1%
6 Year Graduation Rate	67.6%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	YES		

08X305 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	321	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
				57
Types and Number of Special Classes (2014-15)				
# Visual Arts	16	# Music	N/A	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	75.7%	% Attendance Rate	81.9%	
% Free Lunch	72.2%	% Reduced Lunch	0.6%	
% Limited English Proficient	15.8%	% Students with Disabilities	31.3%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American	25.7%	
% Hispanic or Latino	67.5%	% Asian or Native Hawaiian/Pacific Islander	4.8%	
% White	1.2%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.67	# of Assistant Principals (2014-15)	2	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	3.2%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)	5.43	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	40.7%	Mathematics Performance at levels 3 & 4	37.1%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	84.5%	% of 2nd year students who earned 10+ credits	72.1%	
% of 3rd year students who earned 10+ credits	58.9%	4 Year Graduation Rate	70.1%	
6 Year Graduation Rate	67.6%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			

08X305 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	321	SIG Recipient
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# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	16	# Music	N/A	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	75.7%	% Attendance Rate		81.9%
% Free Lunch	72.2%	% Reduced Lunch		0.6%
% Limited English Proficient	15.8%	% Students with Disabilities		31.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		25.7%
% Hispanic or Latino	67.5%	% Asian or Native Hawaiian/Pacific Islander		4.8%
% White	1.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.67	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		5.43
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	40.7%	Mathematics Performance at levels 3 & 4		37.1%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	84.5%	% of 2nd year students who earned 10+ credits		72.1%
% of 3rd year students who earned 10+ credits	58.9%	4 Year Graduation Rate		70.1%
6 Year Graduation Rate	67.6%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			

08X305 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	321	SIG Recipient

Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	16	# Music	N/A	# Drama
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School Composition (2013-14)				
% Title I Population	75.7%	% Attendance Rate		81.9%
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Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		25.7%
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% White	1.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.67	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		5.43
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	40.7%	Mathematics Performance at levels 3 & 4		37.1%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	84.5%	% of 2nd year students who earned 10+ credits		72.1%
% of 3rd year students who earned 10+ credits	58.9%	4 Year Graduation Rate		70.1%
6 Year Graduation Rate	67.6%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	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.

Our School's Priority and Focus School Quality Review (PFQR) recommendations of 2013-14, which were aligned to the six DTSDE Tenets, identified Tenant 3.5 as a growth area. The recommendations from this report stated that in order for the school's strategies and practices to align with the concepts in the Highly Effective column of Tenet 3 the school should develop a comprehensive assessment calendar which includes benchmarks, rubrics, strategic pedagogical supports and an explicit feedback system so data surfaced leads to adjusted instruction, effective use of purposeful grouping, improved student performance and long range planning (Page 1 PFQR Recommendations).

This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

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

By June 2015, teachers of all subject areas will develop, implement, and assess four performance-based assessments (two in the Fall and two in the Spring) as a way to measure student mastery of Key Common Core Learning Standards.

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>
Instructional Activities/Strategies: <ul style="list-style-type: none"> • Assistant Principals will meet with the Instructional Cabinet (Department Heads) to plan the implementation of the performance-based assessment cycle (from development to administration to scoring to analysis) • Teachers will work in departments to design performance-based assessment tasks both in the Fall and the Spring where student mastery in identified CCLS are measured • Departments will use common rubrics to score the performance assessments, will enter student data into a pre-populated spreadsheet, and will use the PNA Looking at Data and Examining Data by Subgroups protocols to analyze the data 	All Students; All Teachers	September 2014 – June 2015	Point Person (S) and Implementers: <ul style="list-style-type: none"> • Principal • Assistant Principal • Department Heads • Grade Team Leaders • All Teachers
Activities/Strategies to address the needs of student subgroups: <ul style="list-style-type: none"> • Departments will identify target populations and come up with strategies to implement in their classrooms in order to make gains in the identified skills (based on the results from the four data protocols) • Grade Teams will identify a strategy to implement across all subjects and will check-in monthly on the progress and success of the implementation of the strategies and make any necessary changes and adjustments. 	High-need students (ELLS, SPED, Lowest Third); All Teachers	September 2014 – June 2015	Point Person (S) and Implementers: <ul style="list-style-type: none"> • Department Heads • Grade Team Leaders • All Teachers
Activities/Strategies to increase parent involvement: <ul style="list-style-type: none"> • The SLT and PTA will be informed of the progress of the activities and strategies detailed above to ensure there are opportunities for parent support and feedback. 	SLT members; PTA members	September 2014 – June 2015	Point Person (S) and Implementers: <ul style="list-style-type: none"> • SLT Chairperson • PTA President • Parent Coordinator • SLT members • PTA members
Activities/Strategies that address the capacity framework element of Trust: <ul style="list-style-type: none"> • All members of the school community have an opportunity to work on creating goals that address improving student outcomes (Teacher Teams; SLT; PTA; UFT Consultation Committee; Student Council) 	Entire School Community	July 2014 – June 2015	Point Person (S) and Implementers: <ul style="list-style-type: none"> • Principal • Assistant Principals • Teachers

			<ul style="list-style-type: none"> • Parents • Students
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Part 4 – Resources Needed

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

- Department heads meeting as an instructional cabinet after school. The Instructional Cabinet (comprised of 5 teachers), meet 4 X per month X 9 months for a 50 minute meeting. (Paid with Tax Levy Funds)
- Grade team leaders meet as a leadership team after school. The Grade Team Leaders (comprised of 4 teachers), meet 4 X per month X 9 months for a 50 minute meeting. (Paid with Tax Levy Funds)
- Weekly department meetings (comprised of 3-7 teachers), meet 4 X a month X 9 months (no cost associated with this activity).
- Weekly grade team meetings (comprised of 3-7 teachers), meet 4 X a month X 9 months (no cost associated with this activity).
- Additional scoring time to grade assessments, 10 Teachers X 4 Times a year. (Paid with Tax Levy Funds)
- School-created data protocols and templates for use by department and grade teams(no cost associated with this activity)
- Parent Involvement funds to increase parent participation in the SLT and PTA

Part 5 – Budget and Resource Alignment

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

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

1. By February 2015, all students will have two performance assessments and scores (Fall and Spring) for each content area (English, Social Studies, Math, Science, Electives) included in their student work folders.
2. By February 2015, all administered exams will be analyzed using two data protocols (Looking at Data and Examining Data by Subgroups) and spreadsheets will be created to record the results.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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:

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

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

Part 1b. Needs/Areas for Improvement:

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

Our School’s Priority and Focus School Quality Review (PFQR) recommendations of 2013-14, which were aligned to the six DTSDE Tenants, identified Tenant 5.4 as a growth area. The recommendations from this report stated that in order for the school's strategies and practices to align with the concepts in the Highly Effective column of Tenet 5 the school should continue to revisit the use of time, space and resources to enhance the delivery of services and supports to all students.

This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

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

- By June 2015, the PNA Academic Behavior Expectations will be fully created and piloted to ensure full alignment with the current PBIS program

Part 3 – Action Plan

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

<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
Instructional Activities/Strategies: <ul style="list-style-type: none"> • The Leadership Team will meet once a week to develop the school-wide academic behavior expectation plan, and create strategies and routines to support the plan, and align them to current PBIS program • Grade Team Leaders will pilot the implementation of PBIS program connected to expectations 	All Students	September 2014 – June 2015	Point Person (S) and Implementers: <ul style="list-style-type: none"> • Principal • Assistant Principal • Grade Team Leaders
Activities/Strategies to address the needs of student subgroups: <ul style="list-style-type: none"> • Leadership Team will conduct two instructional walkthroughs in order to gather evidence on how it is helping to support high-need students and provide feedback to one another on the implementation of the new academic behavior expectations 	Grade Team Leaders	September 2014 – June 2015	Point Person (S) and Implementers: <ul style="list-style-type: none"> • Grade Team Leaders
Activities/Strategies to increase parent involvement: <ul style="list-style-type: none"> • The SLT and PTA will be informed of the progress of the activities and strategies detailed above to ensure there are opportunities for parent support and feedback. 	SLT members; PTA members	September 2014 – June 2015	Point Person (S) and Implementers: <ul style="list-style-type: none"> • SLT Chairperson • PTA President • Parent Coordinator • SLT members • PTA members
Activities/Strategies that address the capacity framework element of Trust: <ul style="list-style-type: none"> • All members of the school community have an opportunity to work on creating goals that address improving student outcomes (Teacher Teams; SLT; PTA; UFT Consultation Committee; Student Council) 	Entire School Community	July 2014 – June 2015	Point Person (S) and Implementers: <ul style="list-style-type: none"> • Principal • Assistant Principals • Teachers • Parents • Students

Part 4 – Resources Needed

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

- Grade Team Leader meeting as a leadership meeting. The Leadership Team (comprised of 4 teachers), meet 4 X per month X 9 months for a 50 minute meeting. (Paid with Tax Levy Funds)

- Grade Team Leader (4 teachers), will conduct Instructional walkthroughs, 2 X a year for 1-2 50 minute periods. (Paid with P/F Funds)
- Parent Involvement funds to increase parent participation in the SLT and PTA(Paid with Title I Funds).

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		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.
- By February 2015, components of the academic behavior expectations will be implemented in four classrooms.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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:

7. 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.
8. 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:

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

Our School's Priority and Focus School Quality Review (PFQR) recommendations of 2013-14, which were aligned to the six DTSDE Tenants, identified Tenant 4.2 as a growth area. The recommendations from this report stated that in order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 4 the school should extend department and grade team work with multiple measures of data and instructional cabinet work on the instructional shifts and differentiation so they result in the teaching of horizontally and vertically aligned lessons and units and in observed extensions of learning for all levels of learners (Page 1-2 PFQR Recommendations).

This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

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

By June 2015, the PNA School-Wide Literacy Plan will be fully implemented by all departments (ELA, math, social studies, science, and electives) in order to support alignment of the curriculum to the Common Core Learning Standards.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

Target Group(s) <i>Who will be</i>	Timeline <i>What is the start</i>	Key Personnel <i>Who is responsible for implementing and</i>

<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<i>targeted?</i>	<i>and end date?</i>	<i>overseeing the activity/strategy?</i>
Instructional Activities/Strategies: <ul style="list-style-type: none"> • Departments will meet once a week to discuss the implementation of the school-wide literacy plan into each of their classrooms • All teachers will incorporate strategies outlined in the literacy plan into their units, and will participate in a unit plan tuning protocol • The Instructional Cabinet will check-in monthly on the progress of implementation of the plan • Department Heads will conduct Instructional walkthroughs three times throughout the year in order to gather evidence on the implementation of the program and provide feedback to teachers 	All Teachers	September 2014 – June 2014	Point Person (S) and Implementers: <ul style="list-style-type: none"> • Principal • Assistant Principal • Department Heads • All Teachers
Activities/Strategies to address the needs of student subgroups: <ul style="list-style-type: none"> • Special Education and ELL teachers will utilize the school-wide literacy plan as a tool to address high-need student populations during the development of unit plans with content area teachers) 	All teachers; High-need students	September 2014 – June 2014	Point Person (S) and Implementers: <ul style="list-style-type: none"> • Principal • Assistant Principal • All Teachers
Activities/Strategies to increase parent involvement: <ul style="list-style-type: none"> • The SLT and PTA will be informed of the progress of the activities and strategies detailed above to ensure there are opportunities for parent support and feedback. 	SLT members; PTA members	September 2014 – June 2015	Point Person (S) and Implementers: <ul style="list-style-type: none"> • SLT Chairperson • PTA President • Parent Coordinator • SLT members • PTA members
Activities/Strategies that address the capacity framework element of Trust: <ul style="list-style-type: none"> • All members of the school community have an opportunity to work on creating goals that address improving student outcomes (Teacher Teams; SLT; PTA; UFT Consultation Committee; Student Council) 	Entire School Community	July 2014 – June 2015	Point Person (S) and Implementers: <ul style="list-style-type: none"> • Principal • Assistant Principals • Teachers • Parents • Students

Part 4 – Resources Needed

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

- Department heads meeting as an instructional cabinet after school. The Instructional Cabinet (comprised of 5 teachers), meet 4 X per month X 9 months for a 50 minute meeting. (Paid with Tax Levy Funds)
- Department Heads (5 teachers), will conduct Instructional walkthroughs, 3 X a year for 1-3 50 minute periods. (Paid with P/F Funds)
- Weekly department meetings (comprised of 3-7 teachers), meet 4 X a month X 9 months (no cost associated with this activity).
- Technology (2 Smart Boards) to supplement existing resources. (Paid with P/F Funds)
- Achieve 3000 licenses; educational consultant to support implementation. (Paid with P/F Funds)
- PNA Literacy Plan and online guide of resources (no cost associated with this activity)
- Parent Involvement funds to increase parent participation in the SLT and PTA (Paid with Title I Funds)

Part 5 – Budget and Resource Alignment

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

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

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

- By February 2015, there will be evidence of implementation of the literacy plan in all classrooms, as evidenced by shared best practices collected by department heads.
- By February 2015, Instructional walkthrough feedback forms will be used to evaluate the effectiveness of implementation of the program and as a tool to provide feedback to teachers

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

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

11. 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.
12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

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

Part 1b. Needs/Areas for Improvement:

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

Our School’s Priority and Focus School Quality Review (PFQR) recommendations of 2013-14, which were aligned to the six DTSDE Tenets, identified Tenant 2.4 as a growth area. The recommendations from this report stated that in order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 2 the school should continue to support the professional growth, goal setting and self-assessment of teachers through the use of the Institute for Student Achievement and Danielson rubrics so that data based instruction across content areas results in student work products showing higher achievement at all levels (Page 1 PFQR Recommendations).

This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

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

By June 2015, school leaders will make strategic decisions to organize resources in order to support the instructional focus of the school.

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>
Instructional Activities/Strategies: <ul style="list-style-type: none"> • Professional development opportunities (inside and outside the school) around the PNA Instructional Focus will be provided to teachers 	All teachers	September 2014 – June 2015	Point Person (S) and Implementers: <ul style="list-style-type: none"> • Principal • Assistant Principal • All Teachers
Activities/Strategies to address the needs of student subgroups: <ul style="list-style-type: none"> • Common planning time will be included in the master schedule so that all co-teachers have time during the week to meet, plan, and discuss strategies to support all learners (i.e. SWDs, ELLs). • School leaders will provide time for department teams to “tune” unit plans, using a protocol, to ensure all levels of learners are being addressed (i.e. SWDs, ELLs) and strategies related to the Instructional Focus are included • Saturday Academy and after school courses will be offered to students who either need additional support in particular areas as well as to students who would benefit from accelerated coursework 	All teachers	September 2014 – June 2015	Point Person (S) and Implementers: <ul style="list-style-type: none"> • Principal • Assistant Principal • All Teachers
Activities/Strategies to increase parent involvement: <ul style="list-style-type: none"> • The SLT and PTA will be informed of the progress of the activities and strategies detailed above to ensure there are opportunities for parent support and feedback. 	SLT members; PTA members	September 2014 – June 2015	Point Person (S) and Implementers: <ul style="list-style-type: none"> • SLT Chairperson • PTA President • Parent Coordinator • SLT members • PTA members
Activities/Strategies that address the capacity framework element of Trust: <ul style="list-style-type: none"> • All members of the school community have an opportunity to work on creating goals that address improving student outcomes (Teacher Teams; SLT; PTA; UFT Consultation Committee; Student Council) 	Entire School Community	June 2014 – June 2015	Point Person (S) and Implementers: <ul style="list-style-type: none"> • Principal • Assistant Principals • Teachers

			<ul style="list-style-type: none"> • Parents • Students
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Part 4 – Resources Needed

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

- Saturday School, 11 days X 5 Hour periods X 5 Classes, with one Supervisor. (Paid with P/F and Title III funds)
- Institute for Student Achievement providing Professional Development Support with Coaches. (Paid with Title I Funds and P/F Funds)
- Common Planning time is implemented in teacher schedules (No Cost Associated)
- Parent Involvement funds to increase parent participation in the SLT and PTA (Paid with Title I Funds)

Part 5 – Budget and Resource Alignment

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

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

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.
- By February 2015, half of the teachers will receive feedback on their unit plans through the facilitation of the unit plan tuning protocol during department meetings; and revised plans will be collected by department heads; administrators will see evidence of strategies in the plans during walkthroughs and observations.
- By February 2015, students will be scheduled for Saturday Academy and be notified of classes.
- By February 2015, co-teaching pairs will implement strategies around the instructional focus addressing all levels of learners in their classes, as evidenced by submission of common planning forms and through walkthroughs and observations conducted by administrators.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

15. 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.

16. 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.	P
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.	P
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.	P
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.	P

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our Schools Priority and Focus School Quality Review (PFQR) recommendations of 2013-14, which were aligned to the six DTSDE Tenants, identified Tenant 6.4 as a growth area. The recommendations from this report stated that in order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 6 the school should Continue to enhance two way communication between teachers and families by the strategic use of technology, Student Learning Communities, celebrations, Youth Court and staff time for professional development on sustaining partnerships so that student learning and youth development is supported (Page 2 PFQR Recommendations).

This needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

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

By June 2014, a strong two-way communication system between the school and parents will be fully developed and effective communication amongst all members of the PNA school community (students, parents, and administration) will increase as measured by the annual NYC School Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 6. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 7. 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). 8. Strategies to increase parent involvement and engagement 9. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Instructional Activities/Strategies:</p> <ul style="list-style-type: none"> • Skedula/PupilPath will be made available for use by all staff, parents, and students in order to increase the ability for parents to track and monitor their students’ performance and progress. • Mailings will occur each month; which will include a monthly school newsletter, progress reports, report cards, Ed plans, and other important information for parents and students (i.e. honor roll notices, PupilPath logins, opt-out letters, conference information, school surveys, etc.) • Global Connect / School Messenger will be used to make automated phone calls to homes regarding important dates, meetings, student attendance, etc. 	<p>Parents; Students</p>	<p>September 2014- June 2015</p>	<p>Point Person (S) and Implementers:</p> <ul style="list-style-type: none"> • Principal • Assistant Principal • Business Manager • Parent Coordinator
<p>Activities/Strategies to address the needs of student subgroups:</p> <ul style="list-style-type: none"> • Workshops will be made available to parents of high-need students around targeted topics that support these families. 	<p>Parents; Students</p>	<p>September 2014 –June 2015</p>	<p>Point Person (S) and Implementers:</p> <ul style="list-style-type: none"> • Parent Coordinator • Guidance Counselor • PTA Members
<p>Activities/Strategies to increase parent involvement:</p> <ul style="list-style-type: none"> • Family events will be held in the evenings throughout the year to celebrate students (Honor Roll ceremonies, National Honor Society induction) and provide opportunities for parents, students, and teachers to connect (i.e. Back-to-School night, Senior night, Financial Aid workshops, conferences) 	<p>Parents; Students</p>	<p>September 2014-June 2015</p>	<p>Point Person (S) and Implementers:</p> <ul style="list-style-type: none"> • Principal • Assistant Principal • Parent Coordinator • Guidance Counselor • PTA Members
<p>Activities/Strategies that address the capacity framework element of Trust:</p>	<p>Parents</p>	<p>September 2014-June 2015</p>	<p>Point Person (S) and Implementers:</p>

<ul style="list-style-type: none"> All members of the school community have an opportunity to work on creating goals that address improving student outcomes (Teacher Teams; SLT; PTA; UFT Consultation Committee; Student Council) 			<ul style="list-style-type: none"> Principal Assistant Principals Teachers Parents Students
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Part 4 – Resources Needed

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

- A yearly subscription of Skedula will be purchased. (Paid with Title I Funds).
- Support staff will print documents and postage for monthly mailings to families (Paid with Title I, Tax Levy, Title III, and P/F funds).
- The PTA (teachers and parents) will conduct 10 meetings (1 each month) (no cost associated with this activity).
- Administrators will oversee the execution of family events throughout the year. Funding will pay for the purchase of supplies and materials to support these family events throughout the year (Paid with Title I, Tax Levy, and P/F funds)..
- Global Connect / School Messenger will be purchased to make daily automated phone calls to parents (Paid with Title I funds).

Part 5 – Budget and Resource Alignment

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

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

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.

- By February 2015, there will be a minimum of 5 mailings as documented in the PNA Mailings and Correspondence binder.
- Daily use of School Messenger will be checked and updated by a member of the support staff and documented on the automated call calendar.

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

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

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All ninth grade students; All upper classmen who will be sitting for Regents	Each 9 th grader receives a second ELA (elective) class geared towards the development of foundational reading and writing skills. The two ELA classes are blocked with one teacher, so 9 th graders receive 110 minutes of ELA instruction Monday through Thursday, and 84 minutes of ELA instruction on Friday. Twice a year English Regents preparation sessions are offered to all students after school. Twice a year English Regents preparation sessions are offered to all students on Saturdays. Students are also targeted for ELA classes during Saturday Academy.	Small Group; Tutoring	During the school day; After school; Saturday
Mathematics	All ninth grade students; All upper classmen who will be sitting for Regents	In addition to their core math class, extended learning opportunities are also available two times a week after school to all 9 th grade Students. Students with identified needs (i.e. those needing to pass a Regents Exam) are programmed (during the school day) for a	Small Group; Tutoring	During the school day; After school; Saturday

		<p>third sequence of Integrated Algebra to help them focus on key learning objectives. Twice a year math Regents preparation sessions are offered to all students on Saturdays. Twice a year Math Regents preparation sessions are offered to all students after school</p>		
Science	<p>All 12th grade students missing Science Regents; All upper classmen who will be sitting for the Living Environment Regents</p>	<p>12th Grade students needing to pass the Living Environment Regents exam are programmed into Science and Sustainability (a course that addresses Living Environment and Earth Science content/standards) during the school day. Twice a year Living Environment Regents preparation sessions are offered to all students' afterschool. There is also Living Environment lab support offered twice a year after school. Students are also targeted for science classes during Saturday Academy.</p>	<p>Small Group; Tutoring</p>	<p>During the school day; After school; Saturday</p>
Social Studies	<p>All 11th and 12th grade students missing Social Studies Regents; All students who will be sitting for a Social Studies Regents exam</p>	<p>Students in the 11th and 12th grade with identified needs (i.e. those not passing the Regents) are programmed into the related core class – during the school day (even those students who do not need the credits). Twice a year social studies Regents preparation sessions are offered to all</p>	<p>Small Group; Tutoring</p>	<p>During the school day; After school; Saturday</p>

		students afterschool. Students are also targeted for social studies classes during Saturday Academy.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All Students	<p>Guidance Counseling Services are provided through:</p> <ul style="list-style-type: none"> • Guidance Counselors push-in to 12th grade Student Learning Communities daily. • Workshops related to college planning. • Walk-in counseling: counseling services are provided to individual students when needed. • Individualized supports - Students who are not on track, have few credits and who are over-age are supported with customized schedules that include online learning as well as extended learning. If alternate placements are deemed mutually beneficial for all stake-holders, alternative sites are considered. • Support for Struggling Seniors – Several times per week, individual and group meetings occur with 12th graders at risk of 	Small Group; One-to-One	During the School Day

		<p>not graduating.</p> <ul style="list-style-type: none"> • Individual Career Plan - Transcript reviews are conducted for every student. This is done through Student Learning Communities on an individualized basis. • College and Career counseling is available for students for two hours after school twice a week <p>The following At-risk Services are provided by our Social Worker:</p> <ul style="list-style-type: none"> - Mandated Counseling for Students with IEP's – Done one on one and in small groups as written in the IEP. - Short Term Counseling- Conducted on a walk-in case-by-case basis. - Articulation/9th Grade Transfer Counseling – Provide placement services to 9th graders and their parents who are considering a school transfer. - Student Learning Communities – Students are supported through examining relevant topics of interest and of 		
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		<p>need (i.e. Health, bullying, etc.).</p> <ul style="list-style-type: none"> - Transcript Review and Counseling – Work with students on an individualized basis to help them understand transcripts and to create improvement plans. - Attendance – Provide counseling to students who are chronically absent from school. - Referrals – Made as needed to mental health clinics and pregnancy prevention clinics. - Mediations - Addressing reports of bullying 		
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Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- 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

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.
<ul style="list-style-type: none"> • Teacher openings are communicated through the Weekly Update and current staff is asked to assist with recruitment of candidates. • School is partnered with Teach for America and NYC Teaching Fellows for recruiting (communication of needs/projected needs happens throughout the school year). • Phone interview screening is conducted by teacher leaders (i.e. department heads). • NYC Hiring fairs are attended by administrators and/or teacher leaders. • The Open Market Hiring system is utilized to identify potential candidates. • A New Teacher Mentoring Team lead by a teacher leader meets monthly. Curriculum for the meetings is aligned to the National New Teacher Mentoring Standards. • External PD opportunities are emailed weekly to teachers. • Administrators receive feedback after a teacher attends professional development. Feedback is submitted through an electronic PD Feedback form. Feedback allows leadership team to adjust PD Plan accordingly.

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).
<ul style="list-style-type: none"> • PD Plan developed for teachers to receive monthly training on Depth of Knowledge • ELL and special education teachers will be scheduled for common planning with their co-teachers to support differentiated lesson development that supports ELLs. • Teachers will meet regularly for curriculum and assessment planning and ensure that it is aligned to the Common Core Standards. • The Math Department will work with the ISA coach on designing and implementing performance tasks and interim assessments that are aligned to the Common Core Standards. • First year ELA and ELL teachers will work with the ISA literacy coach on curriculum planning and ensure that it is aligned to the Common Core Standards. • Teachers will meet weekly with their grade teams to discuss interventions for individual and groups of students as well as work on data cycles • Teachers will meet weekly with the department teams review and update curriculum to align with Common Core Standards as well as work on data cycles

- Paraprofessionals meet weekly in Para teams to work on operational needs as well as working toward improving practice using the PNA Paraprofessional Handbook as a guide.

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.

Teachers work in department teams to create teacher developed assessments. Teachers examine assessment results and identify trends they see and skills that need to be developed. Department teams also examine assessment data by sub-groups, looking for trends and skills needing development. Grade teams then look at the trends and skills needing to be developed and look for commonalities across the departments for their grade. They then engage in an inquiry process where they utilize strategies to develop the areas of need and examine related student work

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	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

		FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$248,773	X	10, 13, 16, 19, 22
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	62,101	X	10, 16, 19, 22
Title II, Part A	Federal			
Title III, Part A	Federal	11,200	X	19, 22
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,353,635	X	10, 13, 16, 19, 22

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:

1. 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.
2. 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:

3. **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).
4. **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.

5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Pablo Neruda 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. **Pablo Neruda Academy** will support parents and families of Title I students by:

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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 Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;

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

School-Parent Compact (SPC) Template

Pablo Neruda 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 promptly 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-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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

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

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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

Part A: School Information	
Name of School: <u>Pablo Neruda Academy</u>	DBN: <u>08X305</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>58</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: _____

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:

AFTER-SCHOOL PROGRAMS:

We provide our Beginner and lower Intermediate ELLs and our ELL students who have IEPs with additional instruction in a small group setting. Title III funds would be used to pay one ESL teacher to provide instruction to these groups after school. The teacher would work with the Beginner/Intermediate ELL students (10 students) once a week for one hour (3-4pm) for the entire school year (33 weeks). This teacher would also work with the SPED/ELL students (15 students) once a week for one hour (3-4pm) for the entire school year (34 weeks). The teacher will utilize resources that we have previously purchased through Title III funds (i.e. Reading Explorer, Side by Side) as well as the technology resources we are planning on purchasing (Elmos, SmartBoard). Title III funds would cover the per session cost of this teacher (66 sessions x 1 hr x 51.51 = \$3400).

In addition to the weekly after school program described above, we will provide our ELL students with Regents Prep, with a focus on the English Regents, two times a year prior the two Regents administration periods. One ESL teacher will teach these prep classes, which will take place for 2 hours after school for 6 sessions in January and then 2 hours after school for 6 sessions in June. The English Regents is the most difficult exam for our ELLs and therefore we want to provide them with extra support for this exam prior to the January and June Regents exams. Title III funds would cover the per session cost for this teacher (12 sessions x 2 hrs x 51.51 = \$1236).

We will also use Title III funds to purchase Achieve 3000, a software program that will be utilized by our ESL teachers in these after school programs to help differentiate their instruction for the different levels of English Language Learners in their classes. This program allows teachers to provide non-fiction texts at varying levels, based on students' lexile scores. Teachers can select content based on what is going on in students' classes (i.e. Science), and Achieve 3000 will provide text based on their selection. Students will then read the text, at their appropriate level, and answer comprehension questions. This program has been proved to increase students' literacy proficiency and improve their reading and writing skills. (\$2000).

SATURDAY ACADEMY:

In the Spring Semester, beginning in February, for 15 weeks, we will provide our ELL students with additional opportunities for support in current classes, as well as an opportunity to attain an elective credit through our Saturday Academy program. One ESL teacher will work with a group of about 30 students to provide additional instruction in English using graphic novels that also tie in Social Studies concepts. The main focus of the class will be on building key skills that will translate into success in

Part B: Direct Instruction Supplemental Program Information

English and Social Studies classes. Title III funds will cover the cost of per session for this teacher (15 sessions x 4 hrs x 51.51 = \$3091).

Title III Funding breakdown:

Direct to instruction --> Weekly After school program (\$3400) + Regents Prep (\$1236) + Saturday Academy (\$3091) = \$7727 (69% of \$11,200)

OTPS --> Achieve 3000 = \$2000 (18% of \$11,200)

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:

We assess the needs of our staff through surveys throughout the year (at the beginning of the year, after every PD, at the end of the year, and other times as needed). We also meet with our ESL teachers monthly to gather anecdotal evidence of the needs of our staff and students and areas that people need support. After gathering data from these various data sources, the highest area of need for our staff and will provide the most impact for our students is around the area of how to scaffold and differentiate in the heterogenous classroom. We will provide our teachers with PD and coaching on how to create unit plans and lesson plans that include effective differentiation strategies for different types of learners (varying levels of ELLs). We will also have a coach work with our ESL teachers and their co-teachers on how to best utilize co-teaching models in the classroom.

The PDs on unit and lesson planning, with a focus on differentiation, will occur monthly and will be led by administrators and teachers. The coaching we will provide is by a Literacy Coach from the Institute of Student Achievement (ISA). The coach will work with the ESL teachers and their co-teachers once a month during their common planning and prep periods (55-110 minutes a month, 8 months of the year). We will be using Title III funds to cover the cost of the coaching.

Part D: Parental Engagement Activities

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

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

Begin description here:

We evaluate the needs of parents by conducting surveys as well as participating in discussions at parent meetings, and making phone calls home. Based on this information, we provide monthly workshops at the school about a variety of topics that would be of interest to ELL parents (i.e. the rights of ELL parents

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>hours x \$51.51 = \$3,091</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>\$1120</u>	<u>ISA Literacy Coach for ESL teachers</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		_____
Educational Software (Object Code 199)	<u>\$2000</u>	<u>Achieve 3000 program for use by ESL teachers during after school</u>
Travel	_____	_____
Other	<u>\$340</u>	<u>Parent Involvement (postage for mailings and parent workshop materials)</u>
TOTAL	<u>\$11,200</u>	_____

**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 8	Borough Bronx	School Number 305
School Name Pablo Neruda 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 Guadalupe Diaz	Assistant Principal Annie Heller
Coach type here	Coach type here
ESL Teacher Wanda Linares	Guidance Counselor type here
Teacher/Subject Area Elizabeth Glinski/ESL Teacher	Parent type here
Teacher/Subject Area type here	Parent Coordinator Yolanda Santos
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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	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)	340	Total number of ELLs	52	ELLs as share of total student population (%)	15.29%
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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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In										3	3	3	3	12
Discrete ESL class										1	1	1	1	4
Total	0	0	0	0	0	0	0	0	0	4	4	4	4	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	16
SIFE	2	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	14

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	26	2	2	12	0	4	14	0	10	52

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	26	2	2	12	0	4	14	0	10	52
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										9	13	7	13	42
Chinese														0
Russian														0
Bengali											3	3	1	7
Urdu														0
Arabic													2	2
Haitian														0
French												1		1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	9	16	11	16	52								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										5	1	0	3	9
Intermediate(I)										1	9	6	6	22
Advanced (A)										3	6	5	7	21
Total	0	9	16	11	16	52								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	28		10	
Integrated Algebra	48		13	
Geometry	17		1	
Algebra 2/Trigonometry	1		0	
Math _____				
Biology				
Chemistry				
Earth Science	2		0	
Living Environment	42		7	
Physics	1		0	
Global History and Geography	27		4	
US History and Government	24		6	
Foreign Language	6		6	
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.

We use baseline assessments in all core classes (English, Math, Social Studies, Science) to gather data and assess the literacy skills of our ELLs at the beginning of the year. Interim assessments are administered throughout the year, in all core classes, to assess the progress of our

ELLs. We use the results from these assessments, as well as NYSESLAT and Regents results, to guide us in our programming and determine the type of support our students and teachers will need. The majority of our ELLs need additional support with building reading and writing skills, therefore we have scheduled them for additional ELA support during the school day as well as after school. We are also providing more PD opportunities to help develop our teachers' teaching strategies in these areas.

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

As students move through our school (from 9th grade to 10th to 11th to 12th), they also steadily increase their proficiency levels (from Beginner to Intermediate to Advance to Proficient). Therefore, we have more students at the Intermediate and Advanced levels in our upper grades than we do in our 9th grade. We also noticed, by examining NYSESLAT and Regents data, the less proficient a student is on the NYSESLAT, the more difficulty they have on standardized exams (i.e. Regents) as well as difficulty with their class work.

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 State did not provide NYSESLAT scores by modality, therefore we cannot assess the patterns.

4. For each program, answer the following:

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

a. As students spend more time in our school, ELL teachers find that their proficiency levels increase. The more time they spend with academic interventions (during and after school), proficiency increases. We provide students with tests in English and in their native languages; however, since they do not have this option for the ELA Regents, this is the exam students have the most difficulty.

b. Administrators and teacher teams (grade teams and departments) meet to review all periodic assessments that are administered throughout the year. The results are analyzed by subgroups (i.e. ELLs, SpEd, native language) and that results are used to drive instruction. A protocol is used during these data meetings to structure the analysis of data and brainstorm ideas for interventions. Teacher teams use these meetings as well as common planning times to discuss and map out strategies, and then implement them in classes.

c. We are learning that we still have work to do with helping ELLs in content areas gain academic proficiency, particularly in reading and writing. We are also working on providing students' with exams and modification in class in their native language, when possible.

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](#).)

This is not applicable; we are a high school with grades 9-12.

6. How do you make sure that a child's second language development is considered in instructional decisions?

ELL teachers provide support to students and teachers by pushing-in to classes. Through scheduled, weekly common planning meetings, ELL and general education teachers meet to discuss strategies that can be used to support students' second language development in core classes. Some of these strategies include work with technology, vocabulary, and literacy. In addition, ELL and content area teachers attend PDs offered throughout the year through the Office of ELLs.

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?

At this time, we do not have a Dual Language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Every year, we look at our assessments (i.e. NYSESLAT, Regents, period assessments) and student grades and compare this data to previous years. Grade teams, department teams, and administrators review the data in weekly meetings using a structured protocol, to discuss and analyze the results and use this data to inform instruction. By looking at this data, we can see which teachers are more effective with ELLs and use that information to see how and where to adjust our program.

Part IV: ELL Identification Process

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

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

When a new student, who may be an English Language Learner, comes to our school, our bilingual Parent Coordinator begins the intake process with the parent and student, including gathering necessary documents and providing school forms for the parent to complete. The student receives a copy of our school handbook and the DOE discipline code. During the intake process, one of our two ESL teachers conducts an informal oral interview in English and in Spanish as well as administers the Home Language Identification Survey (HLIS). If the family's native language is a language other than a language one of our pedagogues speaks, the Parent Coordinator will call Translation Services in order to bring someone in to administer the HLIS in the student's native language. A certified ESL teacher will administer the LAB-R (and LAB-R Spanish, if applicable) within 10 days if a language other than English is spoken, as identified in the HLIS.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Twice a year, in the Fall and in the Spring, the Parent Coordinator and a certified ESL teacher plan a workshop to explain the three program choices for ELL students (usually takes place during Parent Conferences). Workshops are conducted in the parents' native language, and the content of the workshops is based on the EPIC toolkit. Parents are shown the informational DVD in the EPIC toolkit. Parents are notified through phone calls, letters mailed home, and in some cases home visits are conducted to ensure all parents attend this workshop. When our school receives new students throughout the year, we invite parents for an individual meeting or one-on-one phone call to provide them with the information, within one month of when the student enters.

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

The ELL Assistant Principal sends out a mailing to all ELL parents that includes the Parent Survey and Program Selection forms. The Parent Coordinator and/or ESL teacher follows up with the families and explain that the forms need to be returned to the school. We make sure the forms are returned by the time the parent workshop (as described above) takes place at the beginning of the year by reminding the students and by placing phone calls. Since all parents attend the program choice workshop at the beginning of the school year, we remind them at this time to turn in their forms if they have not done so already. If we still do not receive the forms, we will conduct a home visit. When forms are returned they are kept in the students' cumulative folders. This information is entered into ATS by the ELL Assistant Principal.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

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.

Before the NYSESLAT administration window opens, the two certified ESL teachers meet with the ELLs in the school to discuss the format of the exam and explain how they will be assessed. The list of students eligible is generated from the ATS report (RLER) to determine NYSESLAT eligibility, and this list is cross-referenced with additional ATS reports and the school's ELL spreadsheet. Students will then receive schedules for administration of each modality of the NYSESLAT. The ESL teachers administer the speaking portion one-on-one in a separate location, while the rest of the modalities are administered by the ESL teachers throughout the testing window in a separate location.

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

A majority of parents have chosen the Freestanding ESL instructional program (see data below):

Freestanding ESL: 7 (2010-11) 2 (2011-12) 5 (2012-13)

Bilingual: 0 (2010-11) 1 (2011-12) 0 (2012-13)

Our program models are aligned with parent requests. One request we received from ELL parents was to provide additional support services throughout the school day and after school. We responded by lengthening our school day and have set a goal to expand our course and support offerings during this time. We are also looking into offering a Native Language Arts course during the school day.

A. Programming and Scheduling Information

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

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

a. Instruction is delivered primarily through Push-In (Co-Teaching) services. Advanced ELLs in each stream receive at least one period of push-in support from an ELL teacher each day. Intermediate ELLs in each stream receive at least two periods of push-in support from an ELL teacher every day. Beginners receive at least two periods of push-in support from an ELL teacher as well as an after school Beginner ELL class. All 9th grade ELLs receive a writing class which is taught by an ELL teacher each day. In addition, all ELL students who have IEPs also receive push-in support once a day in their small Student Learning Communities course.

b. Each grade follows a block model, with a dedicated ELL stream that the students follow. ELL students in each grade receive services in a general education setting with heterogeneous classes. This gives students the opportunity to interact with peers and discuss ideas and projects. Instruction is based on projects and group work, which allows for multiple forms of assessments. Our instructional practices assess aspects of English that students need to know and apply to succeed in content areas.

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)?

Beginner ELLs:

110 minutes per day (minimum) – Push-In (Co-Teaching) with certified ESL teacher

50 minutes per day – Academic intervention with certified ESL teacher

Intermediate ELLs:

110 minutes per day (minimum) – Push-In (Co-Teaching) with certified ESL teacher

110 minutes per week (select identified students) – Academic intervention with certified ESL teacher

Advanced ELLs:

50 minutes per day (minimum) – Push-In (Co-Teaching) with certified ESL teacher

50 minutes per week – ELA instruction

Many of our students who struggle with academic skills are assisted by other students who are part of their cooperative learning groups. These peer-tutors serve as resources to help learn both content and English language skills. As a result, students who at the beginning level of English language acquisition are assisted through their native language with skills that demonstrate competency in content as well as language transfer skills. Intermediate and Advanced students sharpen their language skills through presentations and portfolio construction. There are extensive extracurricular activities including campus-wide arts and sports as well as after school tutoring.

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.

Content is delivered primarily in English. Content and ESL teachers use bilingual strategies, such as providing translated texts or directions, with Spanish-speaking students when appropriate. In order to help ELLs develop knowledge through complex texts, beginner ELLs are given the option to read texts in their native language. Texts are made comprehensible for intermediate and advanced ELLs through the addition of text-specific bilingual dictionaries and direct teaching of language structures prevalent in the text. In order to facilitate these students in using evidence in discussion and writing, we provide academic sentence starters and directly teach the language structures they will have to produce.

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

ELL teachers work with general education teachers to translate assessments for ELLs. In addition, we provide students with bilingual glossaries (word to word translations) for all assessments. All Regents exams that are available in a students' native language are provided to the students. In addition, students are encouraged to write in their native language.

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

ELLs are evaluated in all four modalities in their content area classes throughout the year. ESL teachers evaluate these modalities through different activities in the classroom, pair work, essays, reports, presentations, individual work. All students are expected to speak, read, listen, and write every day. Teachers assess these skills through the use of rubrics and periodic assessments.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. SIFE students have at least 2 classes a day co-taught by an ESL teacher and content teacher. To help them develop reading and writing skills they are also enrolled in Read 180 after school where they can practice literacy skills at their own level and pace.

b. Newcomers have at least 2 classes a day that are co-taught by an ESL teacher and content teacher. They also have an advisory period and after school class twice a week with an ESL teacher where they work on developing the reading, writing, listening, and speaking skills they need to be successful in their content classes.

c. Depending on their level, ELLs receiving services for 4-6 years have 1-3 classes a day co-taught by an ESL and content teacher. If assessments of their reading determine that they are significantly below grade level, these students are enrolled in a Read 180 program after school twice a week.

d. Depending on their level, long-term ELLs have 1-3 classes a day co-taught by an ESL and content teacher. If assessments of their reading determine that they are significantly below grade level, these students are enrolled in a Read 180 program after school twice a week.

e. Former ELLs, who have tested proficient in the last 1 to 2 years will be given the testing accommodations they were receiving prior to testing proficient (extended time, use of glossaries). These accommodations will be made available to them for classroom activities/assessments, as well as state exams including the Regents. These students may also receive push-in support from an ELL teacher, as deemed appropriate by the two ESL teachers. This support will be based on baseline data, parent choice, and teacher recommendation.

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?

Teachers use several differentiation strategies in the classroom to ensure all ELL-SWDs needs are met. These strategies include: reviewing, repetition, modeling, descriptions, visuals, hands on activities, grouping, vocabulary, relevant content, understanding and embracing students' culture, materials, dictionaries, Spanish text/translated text, and audio when available. Several of these strategies have been, and will be, taught in PDs throughout the year by our ESL teachers.

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

ELL students who are also identified as having special needs receive push-in services co-teaching services during the school day. Some of these students may also attend after school where they receive academic interventions and additional support from an ESL teacher. Content area teachers meet with ESL teachers once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning. The ESL teachers also collaborate with the Special Education teachers to ensure they are working

towards the goals on the student's IEP.

Courses Taught in Languages Other than English 

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

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

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

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

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

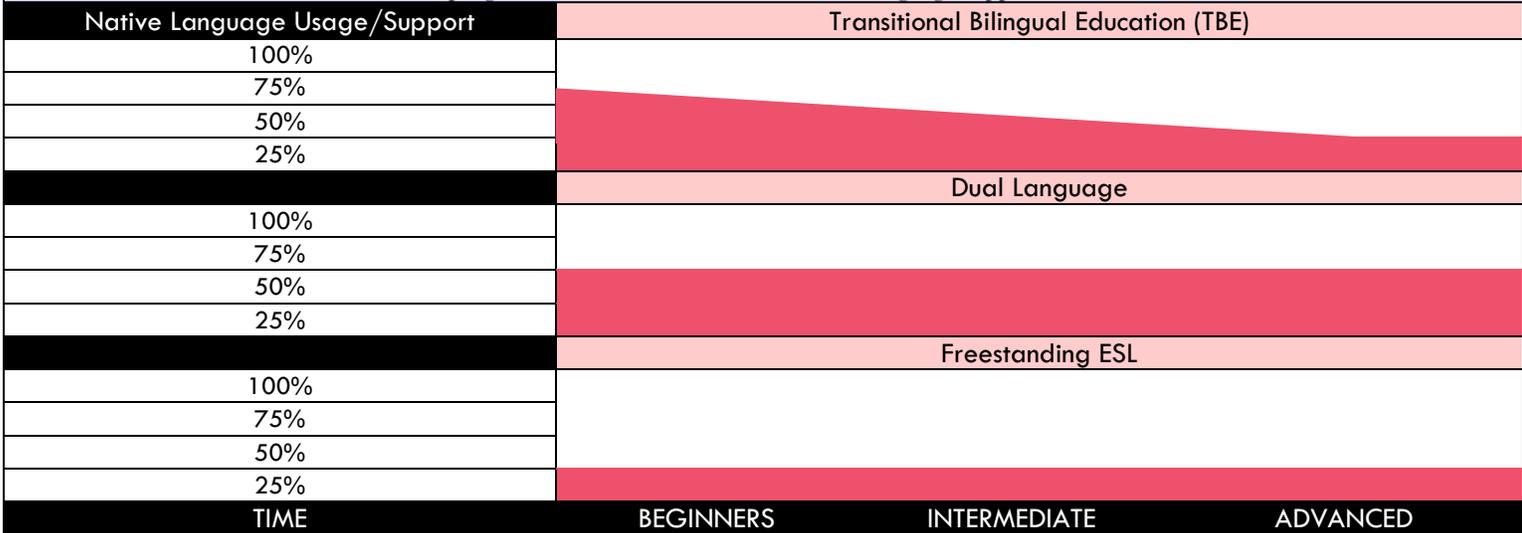
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.

Extended day program: Our extended day program meets after school during 9th period. Currently, all Beginner ELLs take part in 50 minutes of additional support per day during this time, focusing on writing and literacy instruction as well as strengthening listening and speaking skills.

During the school day: We utilize a push-in and co-teaching model across all grades to provide ELL services during the school day. Two of our ESL teachers push into content area classes and co-teach with the general education teacher at least two periods a day. Our ELLs who have IEPs also receive additional push-in support during their advisory period.

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

Our current program is successful at meeting the needs of our ELLs in a number of ways, however, we also have challenges that we are continually working on addressing. Each year, we have a number of ELLs achieve a higher level of proficiency on the NYSESLAT, as well as students who test proficient. Our results, based on the RLAT report, demonstrate that students' proficiency increases by each grade level. Our ELL students continue to struggle with Regents examinations, particularly the English Regents. We have increased support in this area to struggling students by providing additional support during the day, after school, and on Saturdays. In addition, all of our 9th grade ELLs receive an additional period of English during the school day.

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

Some new programs and improvements we are considering for the upcoming year include: planning additional PDs on strategies to support ELLs in the classroom, additional translation services, providing activities for ELLs before they enter the school and during their stay, coming up with a more detailed plan for long term and former ELLs, increasing the number of native language evaluations we offer, and researching the purchase of additional materials that will support our ELLs.

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

No programs or services will be discontinued.

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

ELL students in each grade receive services in a general education setting with heterogeneous classes. All students, including ELLs, are encouraged to attend the many lunchtime and after school activities we offer, such as Art Club, Student Government, Youth Service Club, Youth Court, Dance Club, Technology Club, Chess Club, Book Club, LGBTs group, Internships, Senior Committee, etc.

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

Instructional materials that are used to support ELLs in the content areas include: smart boards, laptops, translated versions of texts, audio books, interactive workbooks and books. In addition some of our ELLs are scheduled for our Read180 class and utilize that program to work on their reading comprehension and literacy skills.

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

We currently offer ESL as our only program model. In this program, native language support is delivered in the following ways: students are given content texts and assessments in English and their native language when available, content-specific glossaries, adapted texts with key words highlighted and provided in the native language, translations of key parts of the lesson (Do Now, Objective, Focus Question).

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

The required services support and correspond to our ELLs' ages and grade levels. Our ESL teachers and content area teachers meet to plan their lessons during scheduled weekly common planning times to ensure that strategies, activities, and assessments are appropriate to each student. The ESL teachers also notify administration if there are materials or resources that are needed to better support our ELL population.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Our school holds orientation for all new students during the summer. We explain the programs offered and answer any questions that ELLs and parents may have.

18. What language electives are offered to ELLs?

Currently we offer Spanish as an elective offered to ELLs.

19. For schools with dual language programs:

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

At this time, we do not have a Dual Language program.

C. Professional Development and Support for School Staff

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

1. Professional development is provided by school staff, school consultants, other support organizations during common planning time, weekly grade and department meetings, and on-site PD sessions. Off-site professional development opportunities are also offered to teachers when applicable. Our school is structured into instructional teams and all teachers have common planning as their circular six assignments. ELL teachers meet with general education teachers to infuse strategies that will support ELL students into daily instruction through the workshop model, curriculum maps, and scope and sequence for each class.

2. In addition to circular six assignments, ELL teachers meet with grade teams and department teams once a week, which enables them to discuss the needs of individual and groups of students. Departments meetings are also spent reviewing unit plans to ensure the needs of our ELL and SpEd populations are begin addressed and are in line with the Common Core Learning Standards. During our monthly targeted PD sessions and on full staff development days, the ESL teachers provide professional development by presenting strategies and interventions that will support our ELLs, including our LTE, population. Some of these sessions may include Scaffolding in the Content Areas, Native Language Literacy Development, ESL in the Mathematics Classroom, Differentiation in the ESL Classroom, Using Manipulatives and Technology to Enhance Instruction, etc. The weekly team time will also be a place for teachers to turnkey "best practices" learned at off-site workshops.

3. We provide professional development on ELLs provided by the ESL teacher and Administrative Team during our September PD days and whole staff meeting sessions prior to the start of the new school year.

4. These minimum requirements are met as described above in question #1. Attendance sheets of all meetings, PD sessions, and workshops are maintained by the Principal.

D. Parental Involvement

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

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

All parents are encouraged to attend our monthly Parent-Teacher Association meetings, however, we have always experienced a low turnout of parents of ELL students. We would like to increase attendance of ELL parents at these meetings by providing translation services as well as formally inviting and reminding individual parents of the meetings through phone calls. Also, as ELL parents participate in other activities at the school throughout the year, such as monthly ELL workshops, Family nights and Honor Roll Ceremonies, and Back to School Night, we believe they will continue to feel more comfortable in group situations and will not just attend but also actively participate in Parent Association meetings.

2. Our school provides information about services at outside facilities for ELL parents. We will continue to encourage our ELL parents to take advantage of these resources and also get feedback on the types of resources ELL parents need. These outside agencies include:

- South Bronx Overall Economic Development Corporation (SOBRO): Offers ESL classes for parents.
- Community Board 3: Provides workshops and resources for ELL parents.
- Nos Quedamos: Provides workshops for ELL parents on topics such as navigating through court, housing rights, domestic violence, and any other issues suggested by the parents.
- Committee on Special Education (CSE): Provides workshops for ELL parents that are language specific and for students with disabilities.
- Human Rights Commission: Provides information on human rights issues.

3. We evaluate the needs of parents by conducting surveys as well as participating in discussions at parent meetings, and making phone calls home.

4. Our parental involvement activities are directly based on feedback from parents. From the topics of parent workshops to the need for after school support for students, we listen to what our ELL community wants and needs and try to provide them with these services. Parent activities are translated by our bilingual Parent Coordinator. If needed, phone translation services are provided by the DOE.

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.

Part VI: LAP Assurances

School Name: <u>Pablo Neruda Academy</u>		School DBN: <u>08X305</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Guadalupe Diaz	Principal		1/1/01
Annie Heller	Assistant Principal		1/1/01
Yolanda Santos	Parent Coordinator		1/1/01
Wanda Linares	ESL Teacher		1/1/01
	Parent		1/1/01
Elizabeth Glinski/ ESL Teacher	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	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: 08X305 School Name: Pablo Neruda Academy

Cluster: 4 Network: CFN 404

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.

Incoming student data is monitored to identify families who may need translation and interpretation services. The main office has posted the required multi-language notices that language translation and interpretation services are available. We use the Home Language surveys to monitor languages spoken at the homes of our students. Home language survey data suggest that many of our families speak Spanish and Bengali at home. Many members of our office staff, as well as our Parent Coordinator are fluent in Spanish. Translation services are offered to the families of our students who speak Bengali. All communication with homes is translated into Spanish, and Bengali and Arabic (when possible). All intake documents (i.e. emergency blue cards) are translated as well.

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.

An examination of the Home Language Surveys identified the need to translate key documents especially into Spanish and Bengali. The school community receives weekly electronic communication (PNA Weekly Update). Findings were reported to the community through SLT and PTA meetings, to staff during meetings and/or PDs, and through mailings (when appropriate). The community was informed that home language information can be found on ARIS under the "Contact Information" section for each student.

Part B: Strategies and Activities

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

The Translation and Interpretation Unit will be contacted as needed to translate letters and related material distributed to students. Written translation into Spanish will be completed by our Parent and Community Coordinators. The ELL Assistant Principal and Parent and Community Coordinators will monitor a list of required or recommended documents that must be mailed to families during the school year in order to determine, in advance, when written translation services are needed for families who speak Bengali or Arabic. A survey is distributed to staff members to determine who can write and translate in languages other than English. All DOE documents are available in translated forms (i.e. intake documents, ESL parent documents, Discipline Code, etc.).

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.

Many members of the PNA office staff, including the Parent and Community Coordinators, are fluent in Spanish and these faculty members will be utilized to provide oral interpretation services for families who speak Spanish. The DOE Translation and Interpretation Unit's over the phone interpretation services will be used for families who speak Bengali or Arabic. A survey is distributed to staff members to determine who can speak and translate in languages other than English.

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>.

Our Parent Coordinator will work with the ELL Assistant Principal to ensure families who require language assistance services are given a copy of the Bill of Parent Rights and Responsibilities. Notices of the availability of interpretation services are posted in conspicuous locations, (including the Parent Coordinator and Main Offices). Key staff (i.e. administration, Parent and Community Coordinators, Main Office staff, etc.) will review the DOE's parental notification requirements for translation and interpretation services.