

**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 [?](#)

Part I: School ELL Profile

A. School Information [?](#)

District 09	Borough Bronx	School Number 313
School Name School of Leadership Development		

B. Language Allocation Policy Team Composition [?](#)

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 Lauren Wilkins	Assistant Principal Mr. De La Rosa
Coach Mr. Viery	Coach type here
ESL Teacher Ms. Carmona	Guidance Counselor Ms. Brathwaite
Teacher/Subject Area Ms. Sanchez	Parent Ms. Languel
Teacher/Subject Area mr. Minero	Parent Coordinator Ms. Urena
Related Service Provider Ms. Griffin	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.	3	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	2
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	2
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)	386	Total number of ELLs	128	ELLs as share of total student population (%)	33.16%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	128	Newcomers (ELLs receiving service 0-3 years)	72	ELL Students with Disabilities	27
SIFE	31	ELLs receiving service 4-6 years	21	Long-Term (completed 6+ years)	28

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. [?](#)

	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	51	27	0	5	0	3	7	0	0	63
Dual Language										0
ESL	21	4	6	16	0	6	28	0	7	65
Total	72	31	6	21	0	9	35	0	7	128

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							14	22	27					63
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	14	22	27	0	0	0	0	63

*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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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							8	22	16					46
Chinese														0
Russian														0
Bengali									2					2
Urdu														0
Arabic														0
Haitian							1							1
French							2	2	2					6
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							3	3	4					10
TOTAL	0	0	0	0	0	0	14	27	24	0	0	0	0	65

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)							12	15	15					42
Intermediate(I)							3	10	14					27
Advanced (A)							13	20	15					48
Total	0	0	0	0	0	0	28	45	44	0	0	0	0	117

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	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	17	2			19
7	31	3			34
8	26	9			35
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	12	8		2					22
7	21	20	2	1					44
8	20	20	1	1					42
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	19	6	16	5	13	5			64
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 Paste response to questions here: In order to assess our English Language Learners (ELL's) literacy skills and in tone with New Common Core State Standards initiative, our school has been testing, the majority, of our second language learners, using the same assessment tools used with our regular population. All ELL's take the same Periodic Assessments in mathematics and English Language Arts that the mainstreamers take. The collection and analysis of all periodic assessments data allowed us to design instructional strategies which integrate our second language learners' instructional plan with the mainstream population in our school. Since 75 % of our second language learners take the English language Arts State Exam, we have been analyzing and organizing ELL's periodic assessments data in relation to data produced by our regular population which take the same assessments. Furthermore, we are also looking at ELL's results not only according to their NYSESLAT level, but also according to how long they have been in the system. The mentioned data reviews and analysis allowed us to create ESL/ELA class for our three Spanish Bilingual classes, one in each grade level. The ESL/ELA classes are taught by Bilingual and ESL/English Language Arts teachers who provide students a differentiated language acquisition environment in order to address specific and independent students' language needs while supporting the academic and literacy needs of second language acquisition. We predict that 99% of our second language learners will score within the 25% in all periodic assessment designed for the regular English population, however, the data provide us inside and accurate information on different literacy skills and how individual student perform.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 Paste response to question here: The data compiled by formative assessment, R-LAB and NYSELAT in 2013 shows equivalent students' performance pattern for the last three years. It indicates that of the students tested for on NYSESLAT last spring and R-LAB this school combined the following results. 2013-NYSELAT- 2013R-LAB 30% to 33% - Beginners, 19% or 21% - Intermediate, and 27% or 30% - Advanced.
 The LAB-R indicates at the time of testing 95% of the students scored at Beginning Levels, 5% scored at the Intermediate Level, and none tested out. Years of testing range from 2011 to 2013. Approximately, 7% to 9% have been tested during the current school's year. A more in-depth comparison analysis between the LAB-R and the administration of the NYSELAT for 2011, 2012, and 2013 demonstrate a 30% increases in proficiency levels with approximately 15% to 18% testing proficiency at different modality level and a 10% to 11% testing out of NYSESLAT. A grade by grade analysis of the NYSESLAT- R-LAB data for the current school year shows

the following proficiency level by grade: 6th Grader Beginners 43% Intermediate 11% Advanced 46%, 7th Grader Beginners 33% Intermediate 22% Advanced 44% and 8th Graders Beginners 38% Intermediate 36% Advanced 38% .

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](#))

Paste response to question here: Patterns across NYSESLAT's modalities, reading/writing and listening/speaking, have been consistent in our school for the last ten years. The majority of our ELL's score at the Advanced or Proficiency level on the Listening/Speaking modalities within their second or third year of service. On the other hand, our students have been struggling with the Reading/Writing modalities of the NYSESLAT. Therefore, the main focus for instructional decisions, based on NYSESLAT patterns across modalities, has been creating strong Reading and Writing structured not only on the second language, English, but also on the students first language, Spanish, for those students sitting in the Spanish/Bilingual program. Based on the description of our program, the demographics, and the performance data there is a need to improve our program and services by expanding to instruction in an After School and Saturday programs with a focus on accelerating all NYSESLAT modalities listening, speaking, reading, writing, as well as mathematics. This school year, we are focusing instructional strategies on the New Common Core State Standards and its implications for English Language Learners. In addition, our Bilingual/ESL staff has been working with the NYS Language Regional Bilingual Education Resources Network (RBE-RN) at NYU. RBE-RN has been providing Bilingual/ESL teachers and administrator training and professional development designed to help us identify and achieved our annual measurable achievement objective (AMAQ).

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here: Patterns across proficiency and grades are directly related to individual ELL's students' educational background. New arrival ELL's come with different proficiency and academic levels on their language one which is a major factor in acquiring proficiency on language two. Therefore, their language ELL's language one proficiency level at the moment they enter our school system is a key factor in determining how well they will fare in test taking in English as compared to their native language. Therefore, internal school data such, teacher made test, quizzes, and oral student's evaluations in the Spanish Bilingual classes show that students whose language skills are on grade in their language one tend to fare better on language two assessments. This is consistent across grades. In order to assess our English Language Learners (ELL's) literacy skills and in tone with New Common Core State Standards initiative, our school has been testing, the majority, of our second language learners, using the same assessment tools used with our regular population. All ELL's take the same Periodic Assessments in mathematics and English Language Arts that the mainstreamers take. The collection and analysis of all periodic assessments data allowed us to design instructional strategies which integrate our second language learners' instructional plan with the mainstream population in our school. Since 75 % of our second language learners take the English language Arts State Exam, we have been analyzing and organizing ELL's periodic assessments data in relation to data produced by our regular population which take the same assessments. Furthermore, we are also looking at ELL's results not only according to their NYSESLAT level, but also according to how long they have been in the system. The mentioned data reviews and analysis allowed us to create ESL/ELA class for our three Spanish Bilingual classes, one in each grade level. The ESL/ELA classes are taught by Bilingual and ESL/English Language Arts teachers who provide students a differentiated language acquisition environment in order to address specific and independent students' language needs while supporting the academic and literacy needs of second language acquisition. We predict that 99% of our second language learners will score within the 25% in all periodic assessment designed for the regular English population, however, the data provide us inside and accurate information on different literacy skills and how individual student perform.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

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

Paste response to question here: The ELL population in our school is held to the same Common Core State Standards as well as New York State Performance Standards and the same academic expectations for success as is the entire population as well as the standard and expectation for learner of a second language. Our vision adheres to the Principles of Learning and particularly reinforces a curriculum of academic rigor, not only to raise achievement levels but to prepare our second language learner population to face the new requirements and expectations set by the Common Core State Standards and its implication for a second language acquisition process. Subsequently, our instructional program is designed to develop cognitive skills in the native language as well as to increase core knowledge and communicative skills in listening, speaking, reading, and writing in the English language. Our instructional staff is certified, knowledgeable, and continuously supported with up to date professional development, resources, materials, and leadership guidance.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?

- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Paste response to questions here:

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

Paste response to question here: A Bilingual/ESL teacher team oversees the analysis and data effectiveness as well as the program with an emphasis on the expected outcomes, analysis of formative and summative assessments (ELA, Math, Science, and Social Studies, NYSESLAT, LAB-R, Pre and post assessments to drive instruction and evaluate the program. The team determines, identifies and prioritizes the evaluation tools to measure expected outcomes. The team is also responsible for monitoring and disseminating all second language learner data throughout the staff. In addition, the team makes professional development recommendation to provide teachers and other staff member with the needed tolls to address second language acquisition.

Teachers maintain data folios, work folders, follow IEP objectives, take attendance, observe student work and participation, assist students with self-assessment techniques (i.e. questionnaires and surveys), and conference with students and parents to assess goals and expectations. Second language learners and their parents have been considered highly priority for the implementation of the New Common Core State Standards.

Professional development for teachers takes place, in school, every Thursday after school from 3:15PM to 5:15PM all staff are invited The teachers, staff, and program administrator(s) discuss best practices for instruction, student placement/attendance, student progress and assessments, intervention strategies, parental participation, resources and materials, time and space format, guidance support, and collaboration with out and in school professional development providers.

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](#).)

Paste response to question here: The school of Leadership Development English Language Learners identification process begins at time of pupil's enrollment in the school for the first time or at time of pupil's entry into the New York State public school system with no available record or prior screening, using appropriate and unbiased English screening tools, administration of the Home Language Survey Questionnaire and an oral interview in English or the native language if possible. At registration time, a pre-conference is held by the parent coordinator and/or the pupil's secretary with all new enrollment students and families. If a student's family members and/or the student speak other language than English at home and the child is going to be registered for the first time in a New York City public school system, the school Bilingual Coordinator/Assistant Principal is immediately contacted. The Bilingual Coordinator/Assitant Principal reviews the Home Language Survey and conducts an entrance oral interview in English or the native language if possible in order to complete a possible ELLs identification process. At the moment of the interview, the Bilingual Coordinator provides parents with an ELLs registration package which contains an Entitlement Letter, a Survey and Program Selection Form, a Placement Letter and an opportunity to watch the orientation video.

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.

Paste response to question here: All parents of newly identified ELLs are invited to participate in a group orientation session or One on One meeting (The one to one meeting has taken placed at registration time 98% of the time) where they are provided with more detail information about language acquisition programs for ELLs offered by the New York City Education Department and at the School of Leadership Development. Program choice orientations have also been done on the phone or home visits if needed it. During the orientation parents are informed of their children score on the LAB-R. Students who scored at the Beginning, Intermediate, or Advance Level on the LAB-R received an entitlement notification letter, informing parents that their children are entitled to participate in our second language programs, Spanish Transitional Bilingual or Freestanding ESL since we do not offer a Dual Language Program. In addition, Parents are also informed of their rights to withdraw their children from a bilingual program but not from the mandated ESL services as well as other language acquisition programs available in other schools in our school district

such as dual language programs. The orientation/interview is conducted by Mr. De La Rosa Assistant Principal, Ms. Carmona ESL teacher, or Mr. Minero Spanish/Bilingual Teacher in English or Spanish if the parent(s) or family speaks other language than English or Spanish the translation unit is immediately contacted in order to arrange an over the phone interview to allow communication between the family and the school staff.

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

Paste response to question here: As stated on question 1 Entitlement letters are distributed to every parent at registration time in and ELL's registration package which contains an Entitlement Letter, a Survey and Program Selection Form, a Placement Letter and an opportunity to watch the orientation video. After the parent signed and returned the letter, the bilingual Coordinator/Assistant principal filed the original in his office, placed a copy in the student's record, and provided homeroom teachers with a copy. If there is an official translation (See Office of English Learners Parental Support Services) available in the parent(s) native language, the Bilingual Coordinator make sure that parents receive it in their native language. There have been occasions when the Assistant Principal have had to make home visits in order to get the entitlement letter back to the school.

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.

Paste response to question here: After student's eligibility has been established through the English Language Assessment Battery Revised (LAB-R) and/or the Spanish Language Assessment Battery (LAB) in the case of the Spanish speaking students in addition to Home Language Survey and oral interview. Parent are invited to an orientation, see answer to question 3, in order to inform them the procedured followed to place their children in a language acquisition program. Since our school only offers Freestanding English As a Second Language (ESL) and Spanish Transitional Bilingual Programs (STBP), parents are informed and oriented about the two programs as well as their right to choose other language acquisition programs available in other schools within our school district (09X). Even though, a transitional decision was made at registration time for immediate student's placement, the data obtain from the language assessment enter exam is now used to support our final placement decision.

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.

Paste response to question here: All English Language Learners take the four components of the NYSESLAT each year, during the beginning of the spring. The Bilingual Coordinator/Assistant Principal runs the following ATS reports: NYSESLAT Eligibility Roster (RLER), LAB-R NYSESLAT Exam History Report (RLAT) Student Eligibility for NYSESLAT (LAT), and NYSESLAT Combined Modality Report(RNMR) as well as other related ATS reports. These reports are run several times during the school year in order to ensure that each and every single language learner who is entitle to take the NYSESLAT is scheduled to take its four components, during the spring testing season. Each Spring, the Bilingual Coordinator/ Assistant Principal prepares a teachers/students' scheduled which allocated the mandated time and testing setting, space allocation and conditions for all English Language Learners to take the NYSESLAT four components.

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. **D**

Paste response to question here: The trend in program choice requested by parents in our school has not had any significant change in the past 10 years. Therefore, the School of Leadership Development language acquisition programs are aligned with our parents' request. Approximately, 99.5% of the parents of newcomers who are Spanish speakers have chosen the Spanish Transitional Bilingual Program for their children while 100% of the parents of other languages speakers, particular a growing African (French Speaking) population, have chosen Freestanding ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions here: For the 2013-14 school year, we service a total of 128 students categorized as Limited English Proficient. Our language acquisition program offered two options Freestanding ESL and Spanish Bilingual. Students in our Spanish Bilingual Transitional Program, we have one class in each grade level (6th , 7th , and 8th) which accommodate Spanish Bilingual students who have scored at all four proficiency level of the NYSESLAT (Mixed Proficiency Level) , our Free standing ESL Program for speakers of other languages. This year, we made an adjusment to our Freestanding ESL program. We changed our instructional model from Pull-Out to Push-In, this allowed us to sit all second language learners in a grade level in the same class. Therefore, all sixth grader, seventh graders, and eighth graders who are second language learners in the Freestanding ESL program sit in the same class, no in the same group. Classes 623, 723, 821 are our Push-In ESL Classes. In Addition to 725 a team teaching class that accomodate second language learners who has an IEP. Furtehermore , our SWD sit in self- contained classes where not only their independent student needs are covered, but also their language acquisition needs. All classes sit ELL's with mixed NYSESLAT proficiency level, including newcomers.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Paste response to questions here: Students sitting in the Spanish Bilingual Program at the beginning and intermediate levels are provided with two Units (360 minutes per week) of study in the language arts component(ESL/ELA) as well as one unit of native Language arts (NLA) Students at the advanced level, sitting in the same classes recieve the same instrucional time allotments. Students who participate in our Freestanding ESL Program who scored at the beginning and intermediate levels are provided with two ESL Units (360 minutes per week) Students at the advanced level, sitting in the same classes recieve the same instrucional time allotments. Students in the Freestanding ESL program received ESL Push-In Service by an ESL teacher while sitting in an English Literacy or social Studies doble block period class.

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.

Paste response to question here: Students in the Spanish Bilingual Program receive Mathematetics, Science, and Social Studies in their native language(Spanish) with support from the ESL and the NLA teachers. Teachers interact in order to deliver in content area lessons aimed to easy the students language and content area knowledg acquisition simultaneous for the Spanish Transitional Bilingual Program. As students second language acquisition develops and English prociency increases, it also allows teaching through ESL in content area to increase which as the same time accelerates the transition at the advance level. This allow teachers to teach academic subject such as Social Studies, Science and Mathematics in English with ESL support as well as the implementation of the new Common Core State Standars Initiative implementation. Our Spanish Bilingual students are held to the same standards and academic expectation for success as is the entire population. Our freestanding ESL program received instruction in all subject in English. ELL's student are supported by an ESL teacher who does Push-In. This provide students support in their language needs while learning core content.

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

Paste response to question here: The Transitional Bilingual Education Program provides all subject instruction in the students native

language. Students are daily assessed not only on their second language acquisition but also in their first language through quizzes, weekly, and monthly test in the language of instruction for mathematics, Science, and Social Studies. Students sitting in the freestanding ESI program who speak other language are a challenge to us because in many cases it is difficult to find pedagogues who can communicate with them in their first language. Therefore, our first language assessment in the case of our ELL's population is limited to the Spanish Speakers, sitting in Spanish Bilingual classes.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here: All English Language Learners take the four components of the NYSESLAT each year, during the spring. Therefore, our after school and Saturday Title III Academy for ELL's focuses on the NYSESLAT four modality. All ELL's take NYSESLAT practice exams throughout the school year. Teachers Evaluate students performance on NYSESLAT practice test in order to create teaching strategies which are shared with other teachers who teach our second language learners.
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).

Paste response to questions here: LEP students who first entered an English language school system with interrupted, little or no formal schooling in their first language: Literacy is developed through native language arts (NLA), English as a second language (ESL), and English language arts (ELA) curricula aligned with the ELA standards. The value of learning to read first in the native language is recognized. Instructional strategies promote the transfer of literacy skills learned in the native language to acquisition of literacy in English. Moreover, our school support an extended school day and year through after school ESL instruction as well as Saturday ESL/ELLs academies for bilingual students. In addition, the Saturday Academies offer a Spanish literacy component for bilingual students with limited or interrupted education in their native language (SIFE). Emphasis is made in teaching students basic reading and writing skills in Spanish.

ELL's (newcomer) students receive ESL instruction from a bilingual ESL teacher grouping them according to their second language acquisition level as recorded by their scores on the LAB-R exam. Besides, they are grouped according to their first language level which is used as the base for the transition of skills into the second language (English). Spanish instructional materials are used to reinforce and support students' first language. Translation version of the new ICTT Mathematics series as well as all supportive Spanish materials is provided to all newcomers in order to support their academic and social emotional adaptation to a new society. They are also a priority to our after-school and Saturday Academy second language acquisition programs.

In addition, staff keeps parents informed of their children academic and language acquisition progress, staff also reinforced the need to support their children through the Home-School Connection as well as all testing requirements for all ELL's students. Besides, ESL classes for adults will be offered to parents and family's members of students attending CIS 313.

4 to 6 years ELL's are receiving second language instruction, using their NYSESLAT and State Exam data to support strategies which help them acquired language two. At the same time, they are focus of instruction because most of them score at level 1 or low 2 on State Exam. An ESL teacher work with them in a structured ESL environment, using various ESL's strategies and methodologies that will help these students in their language acquisition process. They are amongst the first to be considered for our After School and Saturday Academy programs for English Language Learners.

Long Term ELL's students are closely monitored. All instructions for these children utilize ESL approaches and methods. They will be grouped for instruction with an ESL teacher who will follow an appropriate ESL course of instruction as well as prepared the students to participate in the English Language Arts instruction and activities conducted by the regular English Language Arts classroom teacher. Students sitting in a regular setting are instructed by monolingual classroom teachers trained to teach content areas using ESL methodologies. Moreover, these students receive constant support from the School-Based Support Team that includes the school Principal, the Assistant Principal, the Bilingual/ESL Coordinator, the AIS teacher, the Guidance Counselor, The Parent Coordinator, and classroom teachers.

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?
Paste response to question here: Academic Intervention for literacy and mathematics using Rosetta Stone, Read-180 technology based literacy development programs, The Wilson Phonics Program a reading and vocabulary scaffolding phonemic awareness program. As well as a new English Language Arts and Mathematics curriculum aligned to the new Common Core State Standards.
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?
Paste response to question here: The School of Leadership Development expands services to our SWD/ELLs population by offering an After School and Saturday Program using the tools of technology to further enhance language acquisition and development. We foresee the potential of creating a curricular program based on interdisciplinary instruction in the core content areas motivating and encouraging staff members to recognize and celebrate the cultural and linguistic contribution of each member in our learning community. In addition, we offer all the SDW/ELL's in three group levels (6th, 7th, and 8th) extended learning

program four times a week, Monday through Thursday, from 3:05pm to 5:05 provided by two community based organization, Scan and OASIS. These extended learning programs provide extra curriculum support and at the same time present our students with disability a great opportunity to learn in a very flexible academic environment.

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:	Spanish		
Social Studies:	Spanish		
Math:	Spanish		
Science:	Spanish		
Art:	Spanish		

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

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

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

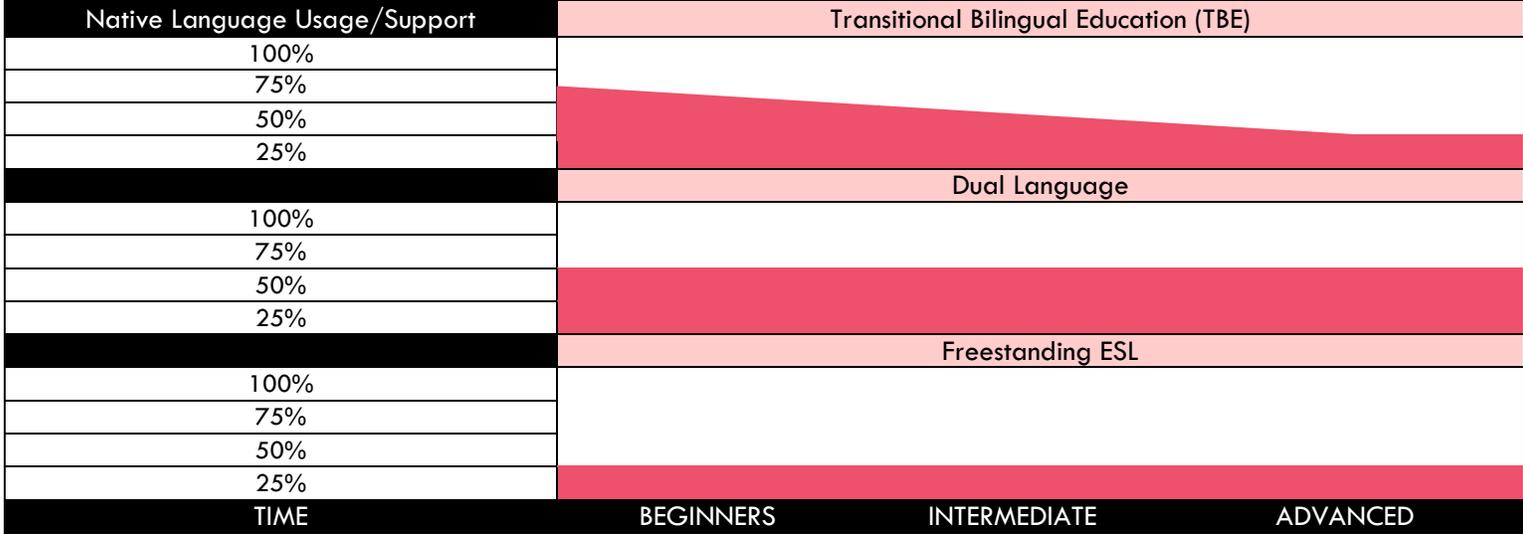
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

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

	Beginning	Intermediate	Advanced
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.

Paste response to question here: Based on the description of our program, the demographics, and the performance data there is a need to improve our program and services by expanding to instruction in an After School and Saturday programs with a focus on accelerating English Language Arts skills following the NYSESLAT modalities: listening, speaking, reading, writing, as well as Mathematics, Science and Social Studies focusing instructional strategies on the New Common Core State Standards and its implications for English Language Learners. We have targeted Long term ELL's and ELL's with Learning Disabilities. We believe that the mentioned targeted population will make a positive towards our goal to achieve our annual measurable achievement objective (AMAO). These two subgroups of ELL's are instructed mainly in English with support in their native language for those sitting in Spanish bilingual Program:

Long term ELL's and SWD/ELL's sitting in monolingual settings are receiving their ESL instruction through a Push-In program in a structured ESL environment, using various ESL's strategies and methodologies that will help these students in their acquisition of content as well as language acquisition process. They are amongst the first to be considered for our After School and Saturday Academy programs for English Language Learners.

Long Term ELL's and SWD/ELL's are closely monitored. They are sitting in monolingual programs in grades 6th through 8th. All instructions for these children utilize ESL approaches and methods. ESL teachers who will follow an appropriate ESL course of instruction as well as prepared the students to participate in the English Language Arts instruction and activities conducted by the regular English Language Arts classroom teacher. Students sitting in a regular setting are instructed by monolingual classroom teachers trained to teach content areas using ESL methodologies. Moreover, these students receive constant support from the School-Based Support Team that includes the school Principal, the Assistant Principal, the Bilingual/ESL Coordinator, the AIS teacher, the Guidance Counselor, the school Social Workers, The Parent Coordinator, and classroom teachers.

Academic Intervention for literacy and mathematics using Rosetta StoneRead-180 a technology based literacy development program, The Wilson Phonics Program a reading and vocabulary scaffolding phonemic awareness program.

Studies for English Language Learners. In accordance with new Common Core State Standards we are aligning on integrating literacy in English Language Arts, Science, and Social Studies for English Language learning for our Saturday Academy. The program will provide language development by proficiency levels, reading (phonemic awareness and fluency), writing (penmanship, conventions, technology), and listening and speaking. The series contains embedded assessment, vocabulary instruction, and differentiated instruction, remediation, and intervention strategies.

English as a Second Language vocabulary development approach for beginners that includes spelling, grammar, and prior background knowledge. What students need to know for the NYSESLAT and the ELA Test (Comprehension Strategies for ELL's) at proficiency level?

Interdisciplinary learning using a thematic approach for content areas; development of reading skills in Math, language development in Science and Social Studies, and integrating technology in all the content areas. Development of Math and Science concepts and skills.

Technology-based instruction for all grade levels implementing Rosetta Stone, a web based differentiated K-12 program for second language learners.

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

Paste response to question here: The ELLs'/ELL's Inquiry Team and ELL's Team Teaching oversees the analysis and data effectiveness as well as the program with an emphasis on the expected outcomes, analysis of formative and summative assessments (ELA, Math, Science, and Social Studies, NYSESLAT, LAB-R, Pre and post assessments to drive instruction and evaluate the program. The Inquiry/ELL's Teams determines, identifies and prioritizes the evaluation tools to measure expected outcomes.

Teachers maintain data folios, work folders, follow IEP objectives, take attendance, observe student work and participation, assist students with self-assessment techniques (i.e. questionnaires and surveys), and conference with students and parents to assess goals and expectations.

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

One of the major changes in our ESL instructional program is the change of the Pull-Out model in our freestanding ESL program. Two year ago, we implemented a Push In program with our 6th grade in the Freestanding ESL program, students sitting in that 6th grade class showed big improvement in their language acquisition skills. Therefore, this year, we changed our Pull-out Model for a Push-In model.

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

Paste response to question here: We discontinued our Pull-Out Model for Push-In Model in the freestanding ESL Program. We believe that this will allow our ESL teachers to provide services and differentiated instruction within the different content areas while implementing second language acquisition strategies. This will benefit all ELL's students across grades and language acquisition levels, including SWD.

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

Paste response to question here: The ELL population in our school is held to the same Common Core State Standards as well as New York State Performance Standards and the same academic expectations for success as is the entire population as well as the standard and expectation for learner of a second language. Our vision adheres to the Principles of Learning and particularly reinforces a curriculum of academic rigor, not only to raise achievement levels but to prepare our second language learner population to face the new requirements and expectations set by the Common Core State Standards and its implication for a second language acquisition process. Subsequently, our instructional program is designed to develop cognitive skills in the native language as well as to increase core knowledge and communicative skills in listening, speaking, reading, and writing in the English language. Our instructional staff is certified, knowledgeable, and continuously supported with up to date professional development, resources, materials, and leadership guidance.

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

Paste response to question here: All our second language learners are held to the same performance standards and academy expectations for success as the entire population. Therefore all second language learners are instructed, using the same curriculum materials as all other students as well as standards an expectation for second language learners.

The following is a partial list of the instructional text books used for instruction in our second language program:

- Expeditionary Learning Curriculum for all three grades in English Language Arts classes.
- CMP3 Mathematics Curriculum for all for all three grades, this included a Spanish version.
- The World and its People (Eastern Hemisphere) Holt McDougal
- United State History and New York History: B-1887 Holt McDougal
- United States History (Post Civil War to the Present –CD's) Holt McDougal
- Life Science Globe Fearon
- Earth Science Globe Fearon
- Physical Science Globe Fearon
- Issues and Physical Science Globe Fearon
- Getting Ready for NYSESLAT Attanasio
- NYSESLAT ESL/ELL Continental
- Keys to learning Kills and Strategies for Newcomers Pearson Lognman
- Access English Houghton Mifflin
- New York English Language Arts Kaplam Shining Stars
- Interactive Reader and Study Guide Holt McDougal
- Spanish/English reading Interactive Reader and Study Guide Holt McDougal
- A Mexican History Great Sources
- Brain Pot Computer Based Program
- Rosetta Stone Computer Based Program

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

Paste response to question here: We use a Transitional Bilingual Approach in which literacy is developed through native language arts (NLA), English as a second language (ESL), and English language arts (ELA) curricula aligned with the ELA standards. The value of learning to read first in the native language is recognized. Instructional strategies promote the transfer of literacy skills learned in the native language to acquisition of literacy in English.

Students at the beginning level in the Spanish Bilingual Program receive Mathematics, Science, and Social Studies in their native language with support from the ESL and the NLA teachers. Teachers interact in order to deliver in content area lessons aimed to easy the students language and content area knowledge aquisiton simultaneous for the Spanish Transitional Bilingual Program. As students second language acquisition develops and English prociency increases, it also allows teaching through ESL in content area to increase which as the same time accelerates the transition at the advance level. This allow teachers to teach academic subject such as Social Studies, Science and Mathematics in English with ESL support.

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

Paste response to question here: Our English language Learners are a high priority to our instructional programs and after school program. Therefore, they are offered and expected to participate in all program available before and after school. 90% of our ELLs participate in our extended day program Monday through Thursday before school and approximately 99 % attend one of our after school and Saturday Academy programs which included title III founded designed to address ELL's specific language

acquisition needs.

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.

Paste response to question here: Newcomer students complete a language assessment in Spanish once they are placed in a Spanish Bilingual Program. We do not have an equivalent of the Spanish assessment in another language. It is difficult to assess native language level for those students who speak other language than Spanish. The inside data produced by this assessment for the last 10 years, shows that 95% of our 6th, 7th, and 8th graders Spanish speakers newcomers read at the third or four grade level in their own language. Our Saturday academy and a very important portion of our after school programs for English language learner are designed, taking into consideration this important revelation about newcomers ELL's. It is also a major element of consideration and planning in our instructional plan for second language learners. The same group of students shows approaching grade level skills when it comes to mathematics. All ESL, bilingual, and second language teachers are involved in the process of analyzing and studying patterns across the NYSESLAT modalities. The assistant Principal, Mr. De La Rosa and all ESL, Bilingual, and English language arts teachers meet to discuss, evaluate and create teaching strategies aimed to address the students' needs that the data shows according to student's performance on the NYSESLAT. For language acquisition purposes, ELLs are grouped using different formats according to their reported language proficiency level on the NYSESLAT. The process runs throughout the school year as new Ell's arrived to the school.

18. What language electives are offered to ELLs?

Paste response to question here: We do not offer elective languages.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Paste response to questions here: Our Professional Development Program relies heavily not only on teacher quality and experience but on the development and planning practices for instruction. A collaborative effort, with a certified and senior team develops; plans, motivates, researches, and initiates instructional strategies.

The support of the leadership includes an Inquiry Team (Principal, Assistant Principals, Data Analyst, guidance counselor, social worker, paraprofessionals, and Parent Coordinator) to oversee and measure the evaluation and success of the program as well as providing support and guidance into the middle school level to those students and parents transitioning from elementary to middle school level. This is also extended to families and student who enter our educational system for the first time.

Professional development for teachers takes place in school during common planning, teacher team, grade level meeting, and every Thursday after school. Teachers and administrator are supported and encouraged to attend professional development opportunity offered by the teacher and administrator unions (UFT & CSA) as well as professional development opportunities sponsor by our network (109) in and out of the school in collaboration with other school in our network. Our professional development plan for second language learners teachers has a heavy recommendation component on the New Common Core State Standards and the Danielson's Frame Work for Teachers. The teachers, staff, and program administrator(s) discuss best practices for instruction, student placement/attendance, student progress and assessments, intervention strategies, parental participation, resources and materials, time and space format, guidance support, and collaboration with professional development providers.

Mandated ESL training for regular teachers and other support staff members will take place, during Thursday after school professional development. The Assistant Principal, Mr. De La Rosa conduct several planning sessions on ESL methodologists, school second language learners' data, second language acquisition strategies, and the social-emotional development of English Language Learners in a new culture and society. Agenda and signing sheet are kept in Mr. De La Rosa Office.

All bilingual and ESL teachers and an Assistant Principal will attend professional development designed to support English Language Learners content areas teaching strategies in English Language Arts (ELA), Mathematics, Science, Social Studies, and Spanish. This year, we also plan to provide in house professional development for ELL's teacher on academic language across different subjects. This will facilitate teachers' understanding and implementation of the New Common Core Learning Standards initiative and its application and implication for second language learners.

In addition, our school is working with Dr. Gail Slater from the NYS Language Regional Bilingual Education Resource Network (RBE-RN). Dr. Slater meets with bilingual ESL teachers and an Assistant Principal. Dr. Slater provide educational, technical, and evaluation, and teaching strategies support to all second language learners teacher throughout the school year. Furthermore, Dr. Slater in collaboration with Dr. Lilliam Hernandez, from the New York State Department of Education, are guiding us to complete a Limited English Proficient/English Language Learners Program Evaluation Tool (LEP/ELL PET). This an invaluable and useful evaluation of our school second language learners program. After its completion and analysis, we should be able to identify areas for improvement not only for professional teacher practice of instructional deliver for ELL's, but also on programs and technical issues in our second language program.

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?

Paste response to questions here: Parents are an integral part of the learning community. Research and practice has proven when parents are involved and participate in the schools learning process, students succeed and develop positive leadership qualities. Parents are not only encouraged to be involved in the academic success of their children but also to collaborate with teachers in the implementation of programs designed to help their children in their language acquisition process. Parents are also encouraged to participate in the Saturday Program courses (ESL and Computer Literacy) to learn alongside their children. All of our parents have shown interest in the success of their children's learning. Some have difficulty with the English language and would benefit greatly from acquiring basic language skills in the the second language (English) class as well as workable computer skills. We offer saturday classes in Spanish and English. All documents are translated into Spanish, allowing spanish Speaking parents to be able to read and comprehend all school's documents. There is a considerable number of African parents who are French speaking, however they all had expressed their preference to receive written documents in English when completing the Home Language Survey at registration time. During the parents orientation, we ask parents about their interest and ways in which they can be integrated to their children learning and adaptation process. All parents meeting are conducted in both languages English and Spanish.

For parents who are recent arrivals and have difficulty understanding the English language, acquiring basic conversational skills becomes an asset beyond the learning community. The Internet provides an additional resource to access the Department of Education's web page, school web pages, student assessment data and promotional standings. The use the Internet involves them with their children in research, homework, and word processing. Parents welcome to be involved in the English as A Second Language class and computer literacy using Rossetta Stone and mathematics integration program. The Parent Coordinator works as a liaison between the bilingual coordinator and the parents.

For the 2013-14 school year, we have programmed a series of parent workshops to be conducted ,during and after school hours, on the New Common Core Learning Standards Initiative. We will provide parents and inside view of the New Common Core State Standards, its implication for second language learning in Mathematics, English Language Arts, Social Studies, Science and technical subjects

Our parents participate in extra-curricular activities with students and teachers creating a positive learning environment and partnership in the school. They acquire a first-hand account of instruction and increase the self-esteem of students who see second language learning as a cultural challenge. Parents interact with teachers in a learning environment and gain an understanding of how their children learn. A true partnership and alliance is formed. We scheduled ELL's parents meeting once a month during school hours. Parents are invited to come to the school and review their children assessment and data portfolios. Parents also have an opportunity to talk to the teachers. Bilingual staff members are always available to provide translation as needed for attending parents. Parents are encourage to be involved in all new initiatives implementation phase as well as participants with their children in the Saturday Program classes (ESL and Computer Literacy) working and learning together. The objective is two-fold; parents learn with their children, while students are motivated and engaged in literacy.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: **313**

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lauren Wilkins	Principal		11/18/13
Assistant Principal	Assistant Principal		11/18/13
Nersy Urena	Parent Coordinator		11/18/13
Omara Carmona	ESL Teacher		11/18/13
Ruth Languel	Parent		11/18/13
Anggela Sanchez	Teacher/Subject Area		11/18/13
Alberto Minero	Teacher/Subject Area		11/18/13
Herme Viery	Coach		11/18/13
	Coach		1/1/01
Jayette Brathwhite	Guidance Counselor		11/18/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **09X313** School Name: **School of Leadership Development**

Cluster: **01** Network: **109**

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.

Data gathered through ATS as well as Parent Surveys given to incoming registrants has not showed major changes in the last 10 years and indicate that C.I.S. 313 community comprises two distinct language groups; English, and Spanish as well as a considerable French speaking population. Though several African languages are indicated as student's home language, their parents are able to communicate orally and through writing in English. Translation services therefore are mostly needed for Spanish speakers. We have on staff at I.S. 313 bi-lingual staff representative of our student and parent population available and qualified to translate all written communication (memo's, notes home to parents, etc...) as well as to serve as oral interpreters when the need arises. Furthermore, all official Department of Education written communications are offered in many different languages through the translation and Interpretation Unit.

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.

As indicated above C.I.S 313 has both written and oral translation needs mostly in Spanish. In addition, other languages translation services are provide as needed. The parent Coordinator coordiantes the provision of services to parents in need through the Trasnlation and Interpretation Unit. All members of the school community have received detail information on how to contact the Translation and Interpretation Unit at (718) 752-7373 or translation@schools.nyc.gov

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.

Written translation services needed for Spanish documents will be provided in-house by qualified personnel. Other language documents will be done with the support of the Translation and Interpretation Unit. Most school events and functions have been planned and calendared in advance for the 2013-2014 school year and written notification of planned events in alternative languages will be completed in advanced according to the calendar and the support of the Translation and Interpretation Unit. As mentioned, we have on staff at C.I.S. 313 Spanish bi-lingual staff representative of the majority of our student and parent population available and qualified to translate all written communication (memo's, notes home to parents, etc...) as well as to serve as oral interpreters when the need arises.

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.

As mentioned, we have on staff at C.I.S. 313 Spanish bi-lingual staff representative of the student and parent population available and qualified to translate all written communication (memo's, notes home to parents, etc...) as well as to serve as oral interpreters when the need arises. Speakers of other languages in need of oral translation will contact the parent coordinator who will make arrangements with the Translation and Interpretation Unit.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

According to Chancellor's Regulations A-663 Section VII, schools are responsible for providing each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services, post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained and indicate in each school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers. Our 2013-2014 School Safety Plan fulfills the requirement and our parent coordinator will be responsible for insuring that all parents covered by said regulations will be provided with

written notification of their rights regarding translation and interpretation services as well as insuring that all required notifications are posted as required.

2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

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

09XIS313

School Name:

SCHOOL OF LEADERSHIP DEVELOPMENT

Principal:

EARL R. BRATHWAITE

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Expanded Learning Time (ELT)

Section 8: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: IS339 School Number (DBN): 09X339
School Level: MIDDLE SCHOOL Grades Served: 6-8
School Address: 1600 WEBSTER AVENUE, BRONX, NY 10457
Phone Number: 718-583-1736 Fax: 718-299-5559
School Contact Person: MR. EARL R. BRATHWAITE Email Address: EBRATHW2@SCHOOLS.NYC.GO
Principal: MR. EARL R. BRATHWAITE
UFT Chapter Leader: MS. SURI PAVLUS
Parents' Association President: MS. BROOKS
SLT Chairperson: MS. SIMMONS
Student Representative(s): N/A

District Information

District: 09 Superintendent: MS. LETICIA RODRIGUEZ ROSARIO
Superintendent's Office Address: 650 SAINT PAUL'S PLACE, BRONX, NY 10456
Superintendent's Email Address: LROSARIO2@SCHOOLS.NYC.GOV
Phone Number: 718-681-6227 Fax: 718-410-7017

Cluster and Network Information

Cluster Number: 01 Cluster Leader: MR. CHRISTOPHER GROLL
Network Number: 109 Network Leader: MS. MARIA QUAIL

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)
MR. EARL R. BRATHWAITE	*Principal or Designee	
MS. SURI PAVLUS	*UFT Chapter Leader or Designee	
MS. BROOKS	*PA/PTA President or Designated Co-President	
MS. MCCARTER	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
MS. SIMMONS	TEACHER	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework

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

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Our mission is to provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens. As our students embark upon a print rich curriculum by the end of their middle school years they will be ready for high school, college and career and beyond.

The entire school community will come together to support our mission through our various core curriculums, initiatives and best practices.

Academic/Curriculum:

Mathematics – Engage New York Modules

English Language Arts – Expeditionary Learning, Teacher's College Writing Workshops

Science –

Social Studies – New York City Social Studies Scope and Sequence, Core Curriculum

Art Curriculum – Blueprint Visual Arts (Grades Prek-12)

Health – Common Core Aligned Health Curriculum

Physical Education – Fitness Gam Assessment

Native Language Arts – Common Core Aligned Curriculum in Native Language

Spanish

English as a Second Language

Grade Level Content Meetings

Cross Curricular Team Meetings

Learning Walks to reflect upon and improve school practices and increase rigor

Curriculum Aligned to the Common Core Learning Standards

Learning Celebrations

Saturday and Holiday Academy

Afterschool Reading Strategies Program

Partnership with Oasis

Partnership with Astor

Social/Emotional:

Respect for All Team

Honor Roll and Perfect Attendance Incentive Assemblies

Learning Celebration for students and their families

As the newly appointed Principal of IS313x as I reflect on last year SCEP 2013-2104 areas of needs and improvement are:

- The school needs to increase parental involvement
- Develop a system to monitor and provide feedback to teachers in order to increase student achievement in all academic areas
- Students attendance and progress will be monitored and followed by attendance teacher, administrators and teachers
- Students incentives will be implemented such as attendance certificates, honor role, and most improved
- Students at risk will be identified and referred to the SIT committee and tracked for outside support through ASTOR
- Effectively communicate a clear vision for improving students' achievement

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

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

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

09X313 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	348	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	25	# SETSS	N/A	# Integrated Collaborative Teaching
				7
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	N/A	# Drama
				N/A
# Foreign Language	3	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	84.8%	% Attendance Rate		86.0%
% Free Lunch	81.7%	% Reduced Lunch		0.5%
% Limited English Proficient	30.9%	% Students with Disabilities		25.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		28.3%
% Hispanic or Latino	69.6%	% Asian or Native Hawaiian/Pacific Islander		1.3%
% White	0.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.28	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	3.0%	% Teaching Out of Certification (2013-14)		25.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		9.88
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	3.8%	Mathematics Performance at levels 3 & 4		5.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		13.8%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	25	# SETSS	N/A	# Integrated Collaborative Teaching
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Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	N/A	# Drama
				N/A
# Foreign Language	3	# Dance	N/A	# CTE
				N/A
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Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.28	# of Assistant Principals (2014-15)		2
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Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	3.8%	Mathematics Performance at levels 3 & 4		5.3%
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Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

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

The school leadership team will establish a systematic professional development plan to provide teachers access to pedagogical support, materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroup students.

Part 2 – Annual Goal

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

By June 2015, 100% of the teacher at IS313x will participate in a minimum of 30 hours of Common Core aligned professional development. Teacher will engage in extended day professional development opportunities to enhance their Literacy, Mathematics, Social Studies, Science and technological skills in order to enhance their practice and student growth.

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) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the
1. Research-based instructional programs, professional			

<p>development, and/or systems and structures needed to impact change</p> <p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			<i>activity/strategy?</i>
School Leader and Instructional Team will provide weekly professional development workshops for teacher targeting a deeper understanding of the Common Core Learning Standards, Common Core Alignment to the Curriculum as we what is being taught in the classrooms on a daily basis across all content areas. Network and School Achievement professional development will be conduct at the school level also.	Principal, Assistant Principal, Network Personnel and Teachers	Weekly September 2014-2015	Principal and Assistant principal
Instructional team will facilitate weekly content meeting as they modify and enhance the current curriculum and make any adjustment needed to the Common Core Learning Standards.	Teachers	Weekly September 2014 to June 2015	Principal, Assistant principal, and teacher from the instructional team
The School leadership will facilitate on a weekly basis grade level content meeting so that teachers will be able to build upon their ongoing teaching practice. The focus of these meeting is to looking at what is being done well across the school and to make any changes to the curriculum as needed based on our collection of data.	Assistant Principals and Teachers	Weekly September 2014 to June 2015	Principal, Assistant principal and teachers from the instructional team
The school leadership team will provide the families of IS313x will parental workshops on a variety of subject matter to include; academics (ELA, Math, Social Studies, Science, Technology and Common Core Learning Standards) based on our parent needs surveys.	School Leadership Team, Teacher, Principal and Assistant Principal	Monthly October 2014 to June 2015	Principal, Assistant Principal, teachers and parent coordinator

Part 4 – Resources Needed

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

Professional Development Workshops for Teachers weekly
 School wide Professional Development calendar for the school year
 Weekly meeting for teacher to meet and share best practices within their classrooms

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA	x	Title III	x	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Agendas from common planning and team meeting weekly. Weekly schedule for common planning and team meeting Professional development where teacher will show best practice with colleagues													

Part 6 – Progress Monitoring

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

planning. In this part:

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

Common Planning and Team meetings minutes

Complete lesson plans for each core content areas which are aligned to the CCLS

End of the Units Assessments

Modules and task from the Expeditionary Learning Core Curriculum and Engage New York which are aligned to the CCLS

Part 6b. Complete in February 2015.

3. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
4. 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.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

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.

The tone of the school is generally calm and respectful. The principal has created a collaborative of go to individuals who can support and address students conflicts and behavioral issues. The stakeholders’ takes the lead in ensuring that there is a follow up on the social and emotional needs of the students based on the protocols in place during the Tuesday 40 minutes. Additional, there is an in-house clinic from Astor which works to promote mental health amongst our student population. We also engage in a Respect for All (RFA) team which continues to coordinate monthly assemblies to promote positive interactions amongst students in order to resolve conflict and to help students with building self-confidence.

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 school will cultivate the development of an overarching system and partnership that will support and sustain social and emotional development which will result in an increase in attendance and a reduction of incidents or suspension.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
Effective use of the Respect for All Team to facilitate assemblies and workshops for parents.	Teacher Guidance Counselors	September 2014 to June 2015	Principal, Assistant Principal, Teachers and guidance counselors
Monthly Assemblies for students (conflict resolution, attendance, honor roll)	Teacher and Guidance Counselors	September 2014 to June 2015	Principal, Assistant Principal, Teachers and guidance counselors
All staff members will adopt 10 students throughout Meet and greet program between teacher and student	All Faculty and staff members	September 2014 to June 2015	All staff members
Students at risk will be identified and referred to the SIT committee and tracked for outside support through visiting	Teachers and Counselors	September 2014 to June 2014	Principal, Assistant Principal, teachers and guidance counselors

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The school leadership team, instructional team, teachers, guidance counselors, social worker, para-professional , parent coordinator and school aides School Leadership Meetings Schedule meeting with all stakeholders Schedule meeting with guidance, social work, Astor social work, network leader, school imitative liaison

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.
School-wide assembly calendar Student Reflection Survey All stakeholders will analyze the data and create an action plan with next steps

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

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.

The school and teacher teams will ensure that the instructional practices are align with the curriculum, unit plan, and daily lesson plans that will address all student goals and needs.

The school and teacher teams will provide coherent, and appropriately aligned Common Core Learning Standards Instruction that will lead to multiple entry points for all students.

Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.

Teachers teams will be informed by planning and fostering student participation in their own learning by using a variety data sources in order to monitor students.

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.

School leader and teacher teams will conduct frequent walkthrough and provide feedback to teachers. Teachers will use their formative and summative data to plan their daily lessons.

Embedding questioning into the teacher daily lesson plans in order for students to be able to consistently answer

questions that are high order thinking questions.

Create a student government for students to communicate about their learning experiences inside or outside of the classroom as they are related to real life experiences.

Teachers create an environment where students would be given the opportunities in class to chart their own progress.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teacher teams leaders and administrators will conduct classroom walkthroughs monthly in a core subject area and provide feedback in a timely fashion. Teacher team leaders, coaches and administrators will meet with teachers to review the data monthly.	Teacher	September 2014 to June 2015	Principal, Assistant principal
<p>10% increase of teachers use of higher order thinking questions (as measured through lesson plans reviews, teacher peer observation, and/or administrative walkthroughs).</p> <p>10% increase in active students participation rates during instructional questioning as measured by teacher peer observations, administrative walkthroughs.</p> <p>Teachers will implement higher order thinking questions in 50% of all lessons to meet the needs of individual students, as measured by informal and formal observation process.</p> <p>Common planning, professional development workshops in order to develop teacher’s knowledge of use of higher order thinking questions in students.</p> <p>Teacher teams, professional development workshops on question and strategies and will support teacher assess to how to implement effective questioning and student question in the classrooms.</p> <p>Teacher teams and the administrative teams will conduct walkthroughs in Danielson domain and questioning strategies (1e and 3b, 3c, 3d) providing feedback to classroom teachers.)</p>	Teacher	September 2014 to June 2015	Principal and Assistant Principal

Student government will meet their teacher coach to create school wide activities and plan school-wide agendas as they are related to the student body.	Teacher	September 2014 to June 2015	Principal and Assistant principal
Teacher team will use data to drive instruction that will be tailored to individual students needs.	Teacher	September 2014 to June 2015	Principal and Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Common Planning and Team meeting Professional development activities during the work day and after work hours Classroom visitation where best practices are showcase

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
The school leadership will conduct informal and formal observations to improve teacher practice				
The school leadership and instructional team will conduct learning walks throughout the school building look at teacher best practices.				
Lesson plan are aligned to the CCLS				
Lesson plan that are differentiated to meet the needs of all sub-groups (ELLS, Special Educations)				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	I
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	D
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	I

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.

The school leader ensure that the school community shares the Specific, Measureable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long term vision that address the priorities outlined in the SCEP.

The school leader will share the vision verbally during morning announcements.

In order for the school to communicate effectively with the school community we will put in place an effective communication policy that will be written in the dominant language of the community.

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, the school leader will share the school-wide vision with 100% of stakeholder in the school.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
The school leader and the PA president will share the vision with a the Welcome back letter, at PA meetings, Open School, Parent teacher conferences, Parental Involvement afternoon (Tuesday), school wide celebration and award ceremony.	Parent coordinator	September 2014 to June 2015	Principal, Assistant Principals, parents and teachers
The school leader will share the vision verbally to the school community over the PA morning announcements.	Teacher	September 2014 to June 2015	Principal and Assistant Principals
The school leader will share the vision with the community through a monthly newsletter.	Teacher	September 2014 to June 2015	Principal and Assistant Principals
The school leader will document formal and informal observation and interclass-visitations that include actionable feedback with emphasis on the Danielson Framework Rubric.	Teacher	September 2014 to June 2015	Principal and Assistant principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Weekly Common Planning Meeting Weekly Professional Development Monthly SLT meeting Monthly PA meeting Monthly SIT meeting

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 6. Specify a timeframe for mid-point progress monitoring activities.
By February 2015, school leaders will conduct a series of informal and formal observation with actionable feedback to teacher with emphasis on Domain 2 and 3. All stakeholders will participate in at least one weekly meeting. All stakeholders will participate in at least one weekly professional development workshop
Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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.	D
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.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

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.

The school leader will ensure that all communication with the students and their families will foster high expectations that will impact on student academic achievements.

The school will engage in effective planning and reciprocal communication with family and community stakeholders so that student and needs are identified and used to augment learning.

The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.

The school dialogue will share all data collected in a way that empowered the parents, students and school community members around student learning and success.

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.

Increase of participation by 20% of IS 313 families will engage in one or more school-wide events/activities, as measured by compilation of sign in sheets and teacher records by the end of the school year.

40% of all entering students in grades 6, 7 and 8 and their families will participate in a welcome schoolwide orientation in the beginning of the school year.

To increase parental participation in how to analyze data in order to support their child academic needs. Parents will be present with the latest data related to student’s achievement and school performance for 2013-2014.

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"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<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>Grade level programs to include student representation will focus on academic age appropriate social and emotional expectations that include interaction with student and parental participation. These programs will be conducted along with our monthly PA meeting.</p> <p>The school will hold a minimum of 3 school-wide academic celebrations to showcase student’s success and to inform parents of the academic expectations in place for all students. These programs will include all content areas celebration, honor roll celebration and a talent show.</p> <p>School will hold a school-wide ELA celebration across the grades to celebrate students’ academic achievement. This celebration will include parents, families, teacher and various staff member on students and teacher demonstrate students mastering of the material taught.</p>	<p>Parents Teachers</p>	<p>September 2014 to June 2015</p>	<p>Principal, Assistant Principals, parent coordinator, parents and teachers</p>
<p>Administration plan a welcome meeting for the freshman and all newcomers’ families in August to include: School will provide parents with a school-wide interim progress report record that requires parent feedback. The school will provide metro cards to parents upon request to help meet their transportation needs during these events.</p> <p>Administration will plan a parental welcoming orientation for all freshmen, newcomers in grade 7 and 8 in August to include: Informational sessions for parents in the school-wide expectations, curriculum (social studies, science, mathematics, ELA, Art), Common Core learning standards, school-wide expectations. Parent’s needs assessment survey to identify additional service needs.</p>	<p>Parents Teachers</p>	<p>September 2014 to June 2015</p>	<p>Principal, Assistant Principals, parent coordinator, parents and teachers</p>
<p>School will provide academic training and support for families in both literacy and mathematics to help them work with their children at home.</p> <p>School will provide parents with a needs assessment an informational</p>	<p>Parents Teachers</p>	<p>September 2014 to June 2015</p>	<p>Principal, Assistant Principals, parent coordinator, parents and teachers</p>

<p>survey identifying the different types of training workshops offered in order to support their needs.</p> <p>School will provide the families with a monthly newsletter identifying the different academic programs being showcase in the school to include ELA, math, science and social studies.</p> <p>School will provide workshops training for parents around academic intervention by the school staff/community members to include ELA workshops, Spanish workshop, mathematics and technology. Parents will be provided with both written materials and supplies.</p>			
<p>Parental workshops will be conducted in January 2015 and April 2015 on how to access and interpret how to use the data coming from state formative and summative assessments.</p>	<p>Parents Teachers</p>	<p>September 2014 to June 2015</p>	<p>Principal, Assistant Principals, parent coordinator, parents and teachers</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Two open school afternoon and evening sessions per year Common Planning time for school leaders, parent coordinator, teachers and all staff members Monthly parental workshops Celebration of student learning across all subject areas</p>

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p>				
<p>1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>				
<p>2. Specify a timeframe for mid-point progress monitoring activities.</p>				
<p> </p>				
<p>Part 6b. Complete in February 2015.</p>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
<p> </p>				

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)		Reading Strategies afterschool	Small groups	Wednesday and Thursday
Mathematics		Afterschool Program	Small groups	Wednesday and Thursday Saturday program
Science		Depth of Knowledge Questioning Techniques	Deliver in small groups Deliver both in small and whole group	Delivered weekly, during the school day
Social Studies		Depth of Knowledge Questioning Techniques	Deliver in small groups Deliver both in small and whole groups	Delivered weekly during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Push in or pull out	Guidance Counselor Mental Health Referrals to Astor	One-on-One Student Counseling	Delivered weekly during the school day.

Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2015, all students’ subgroups in Grade 6-8 will improve in Mathematics and English Language Arts performance as demonstrate by an increase in level 3 and 4 students as evident by the New York State Examination.

Part 2 – ELT Program Description

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

Saturday program will be open to all students (target of 200+) 6-8 who are performing below grade level (1-2) standards or approaching grade standards.

Wednesday and Thursday program will target ELLS, Special Educations level 2 and 3 base on NYSLAT and the New York State Examination

Saturday ELLS academy Program

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.

Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.

Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.

Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

ELA Extended Learning Time (Wednesday, Thursday, and Saturday) – Activity – Saturday program will engage students in reading and writing.

Reading Strategies Programs Extended Learning Time (reading strategies to support reading comprehension)

Math Extended Learning Time (Wednesday, Thursday, and Saturday) – Activity – Saturday program will engage students in skills and strategies toward mastery of the mathematics content)

Part 2c. Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

Students and parent were informed about the benefit of the program and how attending this program will make them successful in improving their academic performance. We sent letters, phone messages and during daily morning announcements.

ELA program is offer using the Coach Reading book.

Math program is offer using the Coach Math book.

Part 3 – ELT Program Implementation and Oversight

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

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

Staff members will include, Principal, Assistant Principals, teachers who are a part of the Reading strategies program, ELT reading and math program and the parent Coordinator.

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

The program will begin in January 2015 and run through May 2015.

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

The program will begin in January 2015 and run through May 2015.

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	21st Century	X	Tax Levy	x	Title I SWP		Title I TA	x	P/F Set-aside		C4E
	Title I 1003(a)	x	Title III		PTA Funded		Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

Specify a timeframe for mid-point progress monitoring activities.

Baseline, Mid-line and End-line assessments will be use to progress monitor this program.

Part 5b. Complete in **February 2015**.

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

Section 8: Title I Program Information

Directions:

7. All schools must indicate their Title I status in Part 1
8. All elements of the *All Title I Schools* section must be completed in Part 2
9. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
10. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
11. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
12. 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.
Selecting highly qualify teachers from a candidate pool through the Department of Education teacher finder. Inter-school visiting where best practices are highlight based on the Danielson Framework Rubric. Classroom inter-visitation where best practices are highlighted based on the Danielson Framework Rubric.

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).
Teacher professional development Leadership opportunities for teachers Teachers will assume a leadership role by become a Grade leader

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.

N/A

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

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

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

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual

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

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

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. **313X**, 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. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

IS313x School of Leadership Development, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

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

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - 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: School of Leadership Developme	DBN: 09X313
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy	
Total # of ELLs to be served: 100	
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: 6
of certified ESL/Bilingual teachers: 4
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here: The School of Leadership Development (CIS313) is committed to use Title III funds to provide Saturday and after school Academy programs that provide the necessary extra support for all of our English Language Learners in grades 6th, 7th, and 8th. All our second language learners are invited to participate in our Saturday Academy (8:30PM to 1:00PM) and after school two days per week (2:30PM to 4:30PM). The programs have been designed to accommodate 90 to 100 English language learner Students and 20 to 30 parents. The academy will accommodate English Language Learners in different stages of their second language acquisition process.

The School of Leadership Development Title III Saturday Academy provides English Literacy instruction as well as English as a second language and the after school focus on second language instruction. The Academies, Saturday and after school, are designed to help English Language Learners in their language acquisition process. In addition, a first language (Spanish) support instructional component designed to help Students whose first language is Spanish (Spanish speakers are approximately 90% of our English Language Learners population) to strengthen their first language reading and writing skills in Spanish for those students sitting in our Spanish transitional bilingual program who have interrupted formal education (SIFE). Moreover, Title III after school target second language acquisition through literacy in the second language (English). Students in our Title III Saturday Academy will receive the benefit of small-group instruction from Saturday, December 6, 2014 through Saturday June 13, 2015 (22 sessions) 4 1/2 hours each Saturday's session for a weekly total of 4 1/2 hours. To address the range in linguistic and academic abilities among second language learners, students will be placed in an ability-based group (as determined by the NYSESLAT and ELA scores). Four (4) Bilingual/ESL teachers and one (1) reading/ELA teacher as well as a mathematics teacher will team teach in our Title III Saturday Academy and weekly after school programs for second language learners. Although, the reading and mathematics teachers do not have ESL/Bilingual licenses, they have been exposed to different ESL teaching methodologies. They will team teach with ESL/Bilingual certified teachers. The two regular teachers will also co-plan with ESL/Bilingual certified teachers for instruction and professional development. Two school aides will serve as out of classroom support, during the Saturday academy and weekly after school program, covering the Main Office, school hallways, photo copies, cafeteria duty, and phone calls parents in order to keep 100% attendance. The two School aides are paid from another funding source.

Part B: Direct Instruction Supplemental Program Information

To ensure quality of the instruction and the safety of all students, the Principal and/or one of the Assistant Principals will supervise both instructional programs, Saturday Academy and weekly after school. The supervisor will be responsible for all documents such as: attendance, performance data, purchase, and distribution of needed materials to all pedagogical staff participating in the Title III Saturday's Academy and weekly after school. In addition, the supervisor will make sure that the Title III Plan is followed and implemented according to the mandated Title III guidelines. The supervisor will also conduct informal observations, professional developments, collect, and distribute students' data to inform instruction.

Target Population

The Beginner/Newcomer---Entering/Emerging Group:

This group (20-30 students) is composed of students who are newcomers and/or with very limited English abilities in all four NYSESLAT testing modalities – reading, writing, listening and speaking. The focus for this group will be to accelerate the development of both social and academic language by strengthening individual student foundation in the four NYSESLAT testing modalities. Such skills included phonemic awareness, vocabulary enrichment, phonics, early reading skills, and sentences recognition as well as sentences formation. In Addition, there will be an increase in oral/auditory comprehension and fluency practice teacher to students. Students in the beginner group will be using the NYSESLAT readiness materials for beginners to strengthen their language-development within the four NYSESLAT modalities of language acquisition. These students will also be using Rosetta Stone a computer base programs designed for English Language Learners which has a city and state test readiness resource to prepare for the ELA exam.

The Low Intermediate and Intermediate----- transitioning/Commanding Group:

Students (20 -40) in these two groups scored in the range of Intermediate level English proficiency on the NYSESLAT test and a level 2 or low 3 on the ELA and Math exams. Generally these students have a grasp on social language but are still struggling with academic language in both reading and writing. This group will use the New York ELA (Expeditionary Learning Curriculum) and Math (Engage New York curriculum guide), and NYSESLAT materials. Particular attention will be given to more complex elements of comprehension and fluency in Reading and Writing. Sample units included sentence structure, the paragraph, conveying understanding through writing, re-telling, identifying main idea, character analysis, and the use of details. To achieve independence as growing readers and writers, students in this group will continue to receive foundational support in English vocabulary and structure. Longman's ELLs materials such as: American Idioms and Phrasal Verb dictionaries in combination with Rosetta

Part B: Direct Instruction Supplemental Program Information

Stone a computer based program designed for second language learners.

The Advanced---Expanding Group:

The focus of the Advanced Group (15-30) will be to overcome academic weaknesses and reach proficiency on the NYSESLAT. At this level, we will focus our Saturday/after school Title III programs on advanced topics for achieving academic language in Reading and Writing on the second language (English). Sample Reading /writing units included: determining genre, identifying authors purpose, test-taking strategies (scanning, skimming, and rereading), and making text-to-self, text-to-text, and text-to-world connections. Sample writing units include: short answer responses, organizing ideas (pre-writing), essay composition, and self-editing. Special attention will be given to writing style including the use of tense (i.e. past, preset, progressive etc....), identifying, and correctly using irregular verbs. This group will follow the Expeditionary Learning and Engage New York Mathematics program for 6th, 7th, and 8th grades to prepare for upcoming subject tests and state exams in ELA, MATH. Additional supplementary materials from Time Grammar, Usage, & Mechanics from Teacher Created Materials will be used to reinforce and support literacy. The Advanced Group will focus on the reading and writing components of the NYSESLAT (the area of the test where advanced level students traditionally have the most difficulties).

In addition, instruction will be planned for all students in different levels of language acquisitions using supporting materials from Access English, Math, Science, world history, and United States History to reinforce content knowledge, literacy skills, and academic language.

Part C: Professional Development

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

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

Begin description here: During the 2014-2015 school's year, CIS 313 will host a series of sustained professional development workshops for teachers participating in the Title III Saturday and after school academies. These workshops will be available to all teachers during grade conference and staff development days. In addition, Title III professional development will be implemented for the teachers in the Title III program to support the rigorous, high quality Saturday and weekday programs for our

Part C: Professional Development

English Language Learners.

Title III Study Group will involve all Title III teachers and an assistant principal. Professional Development meetings will be held during the months of December 2014 through February 2015, after school, on Friday, from 2:30PM – 3:30 PM. Professional meeting will have an emphasis on studying and exploring effective ESL strategies as well as identifying best practices for ELLs in order to enhance instructional practice in the Title III program by building teachers' capacity on second language acquisition at the middle school level. Teachers and administrators will study and revise text such as: 63 Tactics for Teaching Diverse Learners. Four sessions will be facilitated by the Assistant Principal. These sessions will focus on strategies to provide teachers a better understanding of the Immigrant Students adaptation process to the United State. Emphasis will be given to the study and analysis of ESL/Bilingual students' data.

We will also review and study the New Common Core State Standards and its Implications for Understanding Language Initiative for Bilingual Education. In addition, we will study the following texts and documents: English Language Learners in Your Classroom, Strategies That Work by Ellen Kottler, Jeffrey A. Kottler and Chris Street; Common Core Learning Standards Implications for English Language Learners from the New Common Core Learning Standards; What Reading Teachers Should Know about ESL Learners written by Mary J. Drucker; Disciplinary Literacy for ELLs Michael J. Kieffer; Supporting ELLs' Achievement: Oral language Unpacked Nonie K. Lesaux & Julie Russ Harris, Academic Language by Emily Phillips Galloway, and other articles published by the office of English Language Learners in order to get a better understanding of the second language acquisition process in the content Areas. These sessions will be facilitated by teachers. Individual teacher will meet with the Assistant Principal in order to plan and schedule Professional Development sessions. Professional development sessions may also be planned by team of no more than two teachers, participating in the 2014-15 Title III Academies.

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: Title III Immigrant After-School/Saturday Programs will offer different Parent Development workshops during the 2014-2015 school year. All title III parents will be invited to participate in the Saturday Academy Program with their children. In addition, parents' seminars and

Part D: Parental Engagement Activities

workshops will be presented in Spanish and English at CIS 313. Translation services will be available, if requested, for our growing French speaking population. Parents and community participation are central components of both academic growth and a well-developed Title III Immigrant program. Parent workshops will focus on introducing ELLs' parents to their new community and equipping them with strategies for best supporting their children's academics. All parental engagement activities communication, Information and invitation flyers will be written in both English and Spanish and if requested flyers will be sent to the Translation and Interpretation Unit for translation into French in order to reach our growing French speaking population. In addition to that parents will also receive phone calls from our school automatic phone call system, informing them of all title III program activities and special events.

Parents' workshop series will include the following topics:

- 1) The first workshop will educate parents on the components of the New Common Core State Standards strategies for upcoming state exams. This session will offer numerous take-home strategies parents can use to help to their child succeed on their English language acquisition, English Language Arts, Mathematics, and NYSESLAT state exams. It will be a central focus during this session - offering parents a greater understanding of what is necessary to ensure their children's success. Teachers and the Assistant Principal will facilitate these workshops.
- 2) The second workshop will provide a parent-community orientation. The Parent-Coordinator will host this workshop that supports bilingual heritage and celebrates the community. Moreover, parents will be provided with information about community based organization (CBO) located in our community. CBOs that can provide parents information and support to become US citizen, to take GED classes, and other type of community support.
- 3) The other 6 workshops will be based on academy and community issues such as: understanding and adaptations to a new culture, how to fill in immigration forms, NYSESLAT parents and students preparation, How to Navigate the Internet looking for Educational Resources, the New Common Core State Standards and the application for English Language Learners as well as other related topics.
- 4) As a culminating activity for the 2014- 2015 Title III Program, we have planned a student-performance which will allow Immigrant Students and Second Language Learners students to showcase their work. Our Saturday Immigrant Celebration has been tentatively scheduled for Saturday, June 13, 2015 from 9:00AM to 2:00PM. All parents and family members in our school community will be invited to attend this event. It will be held in the school's auditorium and cafeteria.

The majority of the mentioned workshops and Title III activities are planned and will be presented in combination with our sister school IS 339X title III staff and administrator.

Providers and qualifications: all teachers participating in the Title III Immigrant after school and Saturday Programs. In addition, all other staff and member s of the school community will collaborate with the

Part D: Parental Engagement Activities

parents and CIS313's parents' coordinator.

Part E: Budget

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

Allocation Amount: \$ _____

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

