



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

10X331

School Name:

THE BRONX SCHOOL OF YOUNG LEADERS

Principal:

SERAPHA CRUZ

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Bronx School of Young Leaders School Number (DBN): 10X331
School Level: Middle School Grades Served: 6 – 8
School Address: 40 West Tremont Avenue, Bronx, NY 10453
Phone Number: 718-583-4146 Fax: 718-583-4292
School Contact Person: Serapha Cruz Email Address: Scruz3@schools.nyc.gov
Principal: Serapha Cruz
UFT Chapter Leader: Aurekis Jaar
Parents' Association President: Margaret Johnson
School Leadership Team
Chairperson: Rod Rodriguez
Dorian Hollingsworth, Alba Martinez, Daniel Casado, Ritchelly
Student Representative(s): Valdez, Marlon Diaz

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza, Room 835, Bronx, NY 10458
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: _____

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Chris Groll
Network Number: 411 Network Leader: Elyse Doti

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)
Serapha Cruz	*Principal or Designee	
Aurekis Jaar	*UFT Chapter Leader or Designee	
Margaret Johnson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Alise Sanchez	Member/ Parent	
Delfina Arias	Member/ Parent	
Faustina Roberts	Member/ Parent	
Melissa Lawyer	Member/ Parent	
Jolane Toro	Member/Parent	
Lawrence Alvarez	Member/ teacher	
Alexander Corbitt	Member/ teacher	
Christina Iannacone	Member/ teacher	
Rod Rodriguez	Member/ teacher	
	Member/	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

- 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:

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

The Bronx School of Young Leaders/MS 331 is a very special place. Visitors regularly comment on how positive it is and the "good energy". We are very proud of that because our mission is, "Educating people to enjoy and improve the world". We believe that learning should be an enjoyable experience and that if our students experience learning as joyful they will want to continue learning and really be life-long learners. The focus on 'joy' and 'improvement' in our mission statement is connected to our school vision statement, "I believe we can create a high performing school, despite being in a high poverty neighborhood, which respects the families and traditions of our students. I believe we can show other urban schools that students living in poverty are capable of rigorous thinking as evidenced in their discourse, problem-solving and decision-making and do not need to be controlled by low-level curriculum and instruction. I believe we can create a school with structures in place that demonstrate and teach students to value effort, choice and freedom, rather than embed an ideology of dependence and a fixed notion of intelligence. I believe we can create a school of young leaders who have the self-efficacy to recognize that they are in charge of their destiny and the willingness and ability to overcome injustices to realize their dreams. I believe we can create the conditions for students to recognize learning as an enjoyable experience and to feel empowered to improve their world. "

When we changed our name to "Young Leaders" we created partnerships to help provide opportunities for leadership, in addition to changes we made in classroom instruction that would allow classrooms to be more "student-led". We have a strong partnership with Latham & Watkins, through PENCIL. They have assisted us with creating a Community Board, which helps students to make decisions and put on events at the school. They have also assisted us with "Networking Nights" where students have the opportunity to practice Networking and learn about various professions. They also do practice interviews with students who are applying to specialized programs. Another student decision-making body in the school is our Student Council. They meet regularly with our Youth Services Team to plan events and make decisions for the school. Some of their members are also serving on our School Leadership Team (SLT). Another strong partnership we have is with Fordham University. Five years ago, we began working with Fordham as part of a long-term recruitment plan. They send student teachers and we pair them up with some of our most effective teachers for training. We spend a lot of time and effort on their development while they are here with us student teaching and we have been able to hire some incredible teachers through this plan. Now, Fordham student teachers teach our summer school program and our staff members serve as collaborative coaches. Our Lead Literacy teacher co-teaches with a Fordham professor in the Spring and their students develop the unit plan and the lesson plans for the entire summer program.

Another partnership we have is with CUNY-NYSEIB . Our leadership team spent a year working in collaboration with key researchers and writers of translanguaging programs to write an action plan specific to the needs of our emerging bilingual population. Now, we have developed an "Emerging Bilingual Team", consisting of teachers , CUNY staff, and administrators, that focuses on instructional development and emerging bilingual students' academic achievement and social emotional development.

Morris Heights is a community partner of ours. We have a health clinic in our building as well as mental health services, both staffed by Morris Heights. The psychiatrist is a member of our Student Intervention Team and meets weekly with us as we discuss our most at-risk students. The health clinic provides many services to our students, including physicals, injury response, preventative counseling, and immunizations. They also refer students to the clinic in our neighborhood.

Based upon our School Quality Guide, our school's strengths and accomplishments are many and achievement is our strongest area for focus. Our student attendance rate is 94% and our staff attendance rate is 96%. We have 23% English Language Learners and 23% Students with Disabilities. Our Students with Special Needs scored in the 'excellent' category for both ELA and Math regarding their progress on the state tests. We also received an 'excellent' for moving students with special needs to the least restrictive environment. Progress on state tests is an area we performed well on in general. 'All students' received a 'good' for ELA and 'fair' for math. Our "lowest performing students" scored

'good' for both math and ELA. 82% of students are passing their classes and 81% of our former 8th graders are earning enough high school credit in 9th grade to be on track for high school graduation. However, only 6% of our students met State standards (level 3 or 4) on their ELA and Math State tests. Our school environment is very positive as indicated on our Learning Environment Survey results. "90% of students feel that (our) school offers enough variety of programs, classes and activities to keep them interested in school. 97% of parents are satisfied with the education that their child has received. 82% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria. 86% of teachers would recommend this school to parents. 70% of students say that most students at the school treat each other with respect (City Average :57%, District Average: 54%)."

Our most recent, "Alternative Quality Review" recommended a focus on Curriculum Development and Support (3.3) to "use student work and performance data to ensure that unit and lesson plans are aligned to Common Core Learning Standards across classrooms and reflect the needs of all students, whilst providing regular opportunities for high levels of student thinking and word products." Another recommendations was to focus on Family and Community Engagement (6.5) to "further the use and sharing of school data tools such as rubrics and the on-line assessment portal, to promote dialogue among the school community and empower students and families to fully understand expectations, progress and supports available to meet learning goals."

10X331 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	06,07,08	Total Enrollment	396 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	22	# SETSS	N/A # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	3	# Music	N/A # Drama
# Foreign Language	N/A	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	89.6%	% Attendance Rate	93.8%
% Free Lunch	80.8%	% Reduced Lunch	N/A
% Limited English Proficient	23.1%	% Students with Disabilities	26.4%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.3%	% Black or African American	23.1%
% Hispanic or Latino	74.9%	% Asian or Native Hawaiian/Pacific Islander	1.3%
% White	0.5%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	6.18	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	21.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	6.61
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	5.5%	Mathematics Performance at levels 3 & 4	6.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	20.3%
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	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	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	YES	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	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	YES
Economically Disadvantaged	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

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School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	396	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	22	# SETSS	N/A	# Integrated Collaborative Teaching
				8
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	N/A	# Drama
				N/A
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	89.6%	% Attendance Rate	93.8%	
% Free Lunch	80.8%	% Reduced Lunch	N/A	
% Limited English Proficient	23.1%	% Students with Disabilities	26.4%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American	23.1%	
% Hispanic or Latino	74.9%	% Asian or Native Hawaiian/Pacific Islander	1.3%	
% White	0.5%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.18	# of Assistant Principals (2014-15)	2	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	21.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	6.61	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	5.5%	Mathematics Performance at levels 3 & 4	6.3%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	20.3%	
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		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	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	YES	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	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	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	YES	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	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

10X331 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	06,07,08	Total Enrollment	396 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	22	# SETSS	N/A # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	3	# Music	N/A # Drama
# Foreign Language	N/A	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	89.6%	% Attendance Rate	93.8%
% Free Lunch	80.8%	% Reduced Lunch	N/A
% Limited English Proficient	23.1%	% Students with Disabilities	26.4%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.3%	% Black or African American	23.1%
% Hispanic or Latino	74.9%	% Asian or Native Hawaiian/Pacific Islander	1.3%
% White	0.5%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	6.18	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	21.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	6.61
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	5.5%	Mathematics Performance at levels 3 & 4	6.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	20.3%
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	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	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	YES	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	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	YES
Economically Disadvantaged	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

10X331 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	396	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	22	# SETSS	N/A	# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2014-15)					
# Visual Arts	3	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.6%	% Attendance Rate		93.8%	
% Free Lunch	80.8%	% Reduced Lunch		N/A	
% Limited English Proficient	23.1%	% Students with Disabilities		26.4%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American		23.1%	
% Hispanic or Latino	74.9%	% Asian or Native Hawaiian/Pacific Islander		1.3%	
% White	0.5%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.18	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		21.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.61	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	5.5%	Mathematics Performance at levels 3 & 4		6.3%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		20.3%	
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		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		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	YES	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		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	396	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	22	# SETSS	N/A	# Integrated Collaborative Teaching
				8
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	N/A	# Drama
				N/A
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	89.6%	% Attendance Rate	93.8%	
% Free Lunch	80.8%	% Reduced Lunch	N/A	
% Limited English Proficient	23.1%	% Students with Disabilities	26.4%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American	23.1%	
% Hispanic or Latino	74.9%	% Asian or Native Hawaiian/Pacific Islander	1.3%	
% White	0.5%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.18	# of Assistant Principals (2014-15)	2	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	3	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	21.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	6.61	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	5.5%	Mathematics Performance at levels 3 & 4	6.3%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	20.3%	
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		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	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	YES	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	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

10X331 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	396	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	22	# SETSS	N/A	# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2014-15)					
# Visual Arts	3	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.6%	% Attendance Rate		93.8%	
% Free Lunch	80.8%	% Reduced Lunch		N/A	
% Limited English Proficient	23.1%	% Students with Disabilities		26.4%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American		23.1%	
% Hispanic or Latino	74.9%	% Asian or Native Hawaiian/Pacific Islander		1.3%	
% White	0.5%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.18	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		21.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.61	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	5.5%	Mathematics Performance at levels 3 & 4		6.3%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		20.3%	
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		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		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	YES	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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

10X331 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	396	SIG Recipient	N/A

Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	22	# SETSS	N/A	# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2014-15)					
# Visual Arts	3	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.6%	% Attendance Rate		93.8%	
% Free Lunch	80.8%	% Reduced Lunch		N/A	
% Limited English Proficient	23.1%	% Students with Disabilities		26.4%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American		23.1%	
% Hispanic or Latino	74.9%	% Asian or Native Hawaiian/Pacific Islander		1.3%	
% White	0.5%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.18	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		21.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.61	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	5.5%	Mathematics Performance at levels 3 & 4		6.3%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		20.3%	
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		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		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	YES	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		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	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.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	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 instructional focus of our school is, “Those doing the reading, writing, discussing and thinking are those doing the learning”. Our school has adopted several school wide practices to ensure that all students are doing the reading, writing, discussing and thinking in the classroom including: using quick-writes, think-pair-shares, cold-calling, a common annotation system, and hand signals as a check for understanding. We conduct instructional rounds every two months to assess our instruction and implementation of our instructional focus. After our October Rounds we used the data we collected to provide the staff with Instructional Shifts to make before the December Rounds. We saw a marked improvement in the quantity and quality of reading, writing and genuine discussion. We used the data from the recent December Rounds to further develop our Instructional Shifts. Our Needs assessment for instruction was:

October Rounds Instructional Shifts:

- All students silently reading text at appropriate reading levels.
- Reading of text should be independently or in pairs (rather than Round Robin or popcorn) so that more students are reading more text.
- We want our students to have more endurance and to write lengthier passages; therefore they need to write more authentic texts in class and for homework.

4. There should be frequent checks for understanding of all students. How do we know students understand what they read or what they are doing?
5. There should be daily rigorous writing, as opposed to mostly note taking and graphic organizers.
6. More partner and small group work, as opposed to whole class teacher-led discussion.

December Rounds- Add these additional shifts:

1. Use pre-reading strategies to assist students with understanding the text they are reading independently
2. Use differentiated text when appropriate
3. Use listening stations in EL classrooms
4. Provide choice in writing assignments and in responses to questions
5. Assign authentic writing tasks throughout the unit
6. Ask students to generative factual, interpretive and evaluative questions throughout a unit.
7. Provide time for students to ‘think’ in ‘think-pair-share’.
8. Use ‘cold-calling’ techniques

As a school we have done a great job moving our “lowest third” as evidenced in our School Quality Report. Also we have provided important scaffolds for SWD that have allowed them to progress at a higher rate than any other group in our school. Our focus now needs to be on how we are challenging all of our students to work at high levels, aligned to the Common Core Learning Standards. Only 6% of our students scored a Level 3 or Level 4 on the State math and ela tests.

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.

We will move from 6% to 10% of our students scoring a Level 3 or Level 4 on our State Math and ELA tests in SY 2014-2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers plan, as a department, for a full day, every 5 weeks. During these sessions, they receive department specific professional development and plan their next units of study. Teachers receive peer feedback on their units and later meet 1:1 with a supervisor. Revised units are entered into an on-line platform, ATLAS, and analyzed for alignment to the CCLS.	All content area teachers	September 2014- June 1015	Principal, Assistant Principals and Math and Literacy Coaches
Special Education teachers meet for a full day each quarter to look at student work and assess student progress toward goals written on the Individual Education Plan (IEP). Afterwards, teachers conference	Special Education Teachers	September 2014- June 2015	Principal, Director of Special Education

with students to set goals for the upcoming quarter and to ensure students have a plan for meeting IEP goals. The EBL Teachers meet with their content area, every 5 weeks, to ensure that they are writing units aligned to the CCLS and with specific language progressions for their language levels. In addition the EBL team meets every other Monday to integrate their curriculum and to ensure that specific language goals and vocabulary are being taught by all of the teachers who service the EBL students.	and EBL teachers		
Parents are invited, every Tuesday, to learn about a current unit of study and to learn how to assist their child at home in that content area.	Grade level teachers, parents	October 2014-June 2015	Grade Team Leaders, Principal, Assistant Principal, Parent Coordinator
Everyone is working toward improved student outcomes. After each Instructional Round, grade and department teams discuss how they can implement instructional shifts that will improve academic achievement. When teachers and parents view each other's units on Tuesdays, they build upon their collaboration and provide each other with feedback. When everyone holds themselves and one another responsible for student outcomes we are building our community.	All staff members and parents	September 2014- June 2015	Principal, all members of the school community

Part 4 – Resources Needed

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

Staff salaries, parent involvement, schedule adjustments for every Wednesday departmental planning, Monday and Tuesday professional development time and Tuesday parent engagement time

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

- 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.

We will assess our instructional program during Instructional Rounds on October 21st, December 2nd, February 10th and May 12th. We are also monitoring class passing rates every quarter and expect an 80% passing rate in all classes.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Based upon our Learning Environment Survey and observation reports the school and classroom environment are positive, safe and supportive of learning. We have many human resources to support the social and emotional development of our students. We have two guidance counselors and two deans. We also have a parent coordinator and community associate who work closely with CBOs, staff, parents and students. There are several extracurricular activities taking place before and after school as well as on Saturdays. There are opportunities for visual arts, dance, technology and music during the school day, as well as in after-school. Several structures are in place to make sure we are addressing the social and emotional needs of students. We have a weekly Student Intervention Team (SIT) meeting. At this meeting the School Based Support Team, Morris Heights Clinic, Principal, Assistant Principals, Deans and Guidance Counselors discuss high-risk students and follow a specific protocol to assign a ‘Care Coordinator’ to that student with specific action steps in place. There is also a weekly Youth Services meeting. At this meeting, teachers, student and administrative representatives meet and discuss upcoming events used to motivate students and highlight success across the school. The Student Community Board is facilitated by the guidance department. Among the many things they do, one is to make sure to perform service projects for the school. The Special Education Implementation Team meets every two weeks. Here, the Director of Special Education and several teachers, make sure that teachers are aware of the needs of students with IEPs and that students are meeting the goals on their IEPs. They also ensure consistency in how teachers discuss the Present Level of Performance of students and particularly they make sure that students’ strengths and interests are incorporated in the IEP.

Our school teaches and reinforces core character values called PRIDE: Professionalism, Responsibility, Innovation, Determination and Empathy. We have daily goals aligned to PRIDE and our student morning announcers discuss PRIDE values each day. Each grade team sends a parent letter home each week, letting students and parents know if their

child was displaying PRIDE values. Students need to demonstrate the PRIDE values to be part of monthly PRIDE events.

This year we are working to ensure that the structures that are in place at a school-wide level are also in place at the individual classroom level. Therefore, we have instituted a weekly “KidTalk” protocol. This meeting is held on the grade level during our Monday Professional Development Time. The grade team follows a particular format for a 4-week cycle. The goal is that our teachers will have the tools necessary to assist students with social and emotional development and to manage their classrooms, and also that our students will develop independence and maturity.

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.

Student responses to the “School Culture” section of the The Learning Environment Survey will be above 90%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Have two teachers assigned to each homeroom. Create lessons which reinforce PRIDE in the homerooms. Create regular parent outreach to parents from homeroom. Use professional development time on Mondays to practice a 4-week cycle of KidTalk. Ground the first session of each cycle in an article with resources for meeting the student’s emotional and social needs. Use this meeting to identify an individual case study. Use the proceeding 3 weeks to have the grade team bring in data/student work which assesses the usefulness of the team’s intervention strategies. Have the team generalize their learning to other students on the grade.</p>	<p>Homeroom teachers, parents, students</p>	<p>September 2014-June 2015</p>	<p>PRIDE Committee, grade team leaders, grade team supervisors</p>
<p>Use Functional Behavior Assessments to develop Behavior Intervention Plans that are used consistently across the grade with students who have this need on their IEP. The teachers who teach our EBL students will run their own “KidTalk” protocol on Mondays so that they are discussing students they service.</p>	<p>Students who have BIPs or students who may need a BIP.</p>	<p>September 2014-June 2015</p>	<p>Deans/Guidance Counselors, Director of Special Ed, School Based Support Team, Principal</p>
<p>Send home a PRIDE letter each week. The letter will indicate strengths and needs related to each of the PRIDE values. Parents will be asked to sign the letter and return the letter to the school. Parent Engagement time on Tuesdays will be used to update parents about the progress their child is making regarding academic and social emotional development.</p>	<p>All families and students, teachers</p>	<p>September 2014- June 2015</p>	<p>Grade team leaders ensure letters are sent and phone calls are made as well as team meetings with parents.</p>

			Grade supervisors
Regular communication with parents to lead to development of trust and acknowledgement that we are working together to assist with the transitional age group of Middle School. In addition, Principal meetings with parents will focus on specific parenting skills for this age group. Students will feel a bond with their homeroom and their homeroom teachers (similar to advisory) and trust that adults in the building care for them and are concerned with their complete development, not just academics. In March give students a survey aligned with the Learning Environment Survey to assess areas we need to work on for the rest of the year.	Students, staff and families	September 2014- August 2015	Teachers, Administrators, Parents
	Students	March 2015	Administrators, students

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Deans, Guidance counselors, School based support team, Morris Heights Clinicians, Administrators, Teachers, Professional Development time on Mondays and Tuesdays, Parent Engagement time, including Tuesdays, Grade team leaders, PRIDE sub-committee

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	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
X Arts XL, 21 st Century Grant for arts after school programming													

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:				
<ul style="list-style-type: none"> 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. 				
A survey, similar to School Culture portion of the Learning Environment Survey will be given to students in March so that we can assess progress toward our goal. We will identify areas where we are below 90% and create an action plan for how to meet the 90% goal.				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

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

Teachers “are committed to the success and improvement of their classrooms and school. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.” Teachers work on grade teams on Mondays and Tuesdays as well as during the extra prep periods they are given each day (30 minutes of collaboration time). Teachers also work in department meetings, every other Monday and every 5 weeks for a full day. During these department meetings teachers review each other’s units, use protocols for looking at student work and performance tasks and debriefing intervisitations. Many teachers have opportunities for leadership through positions as grade team leaders, facilitators of team meetings regarding IEPs and in their departments. Teachers and students are very comfortable with administrators, coaches and peers visiting their classrooms regularly.

Parents are invited to the school every Tuesday to hear from one of the content area teachers and learn more about the current unit of study. At this meeting, the other teachers on the team and the parents are learning about the unit simultaneously and therefore, a culture of collaboration is reinforced. The school has held Student Led Conferences for four years and will continue to do so this year. At Student Led Conferences, students inform their parents about their progress toward mastering the learning goals and engage their families as partners in assisting them with success in school.

Many structures are in place which allow for teachers to share a common language and collaborate. There is a specific unit and lesson plan template that allows for teachers to share a common language around planning. There are several school-wide instructional practices which are consistent across grades and departments (use of quick-writes, cold-calling, annotation symbols, hand signals and think-pair-share protocols). Departments have developed common rubrics for use with specific performance tasks. Finally, the school has been using the Danielson Framework for Teaching for six years. This has created an over-all common language regarding planning, environment, instruction and professional

responsibilities.

Now that we are incorporating Instructional Shifts from Instructional Rounds, departments and grade teams are focusing on ensuring that all students are engaged in appropriately challenging tasks during their lessons which allows for high levels of student engagement and inquiry. While there is a school-wide policy on standards based grading and a common on-line platform (Engrade) for assessment data, we are still working on how to utilize the data available to impact instruction and student self-efficacy.

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.

75% of observations during Instructional Rounds will show an application of the Instructional Shifts stated in the October 21st Instructional Rounds.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Use of Instructional Rounds, 4 times per year, to assess the consistency of our instructional and assessment practices. Professional development plans are adjusted for each department based upon the data from Rounds. Professional Development will take place each week at grade and department meetings. Coaches meet with administrators to ensure individualized professional development based upon the Instructional Shifts and data from Rounds. Danielson’s Framework for Teaching is used in formative and summative observations as well as grade and department meetings.</p>	<p>Admin, Teachers, Students</p>	<p>September 2014- June 2015</p>	<p>Principal, APs, Coaches, Teachers</p>
<p>Teams of teachers meet at “Pre-IEP” meetings and use a protocol for addressing student strengths and needs, based upon evidence from their student work. The team ensures that the PLOP and the student’s goals are relevant and rigorous. Each quarter the Special Ed teachers look at student work and do progress monitoring around the student’s attainment of their yearly goals. Then the teachers meet with students to discuss their progress. Students discuss their progress with their families at Student Led Conferences. The EBL Team is creating a data base of all of our EBL students and interviewing each student to find out their strengths, interests and future aspirations. The EBL team</p>	<p>Teachers of EBL and SWD. General Ed teachers at IEP meetings. Director of Special Ed. Students with disabilities and EBL students.</p>	<p>September 2014 – June 2015</p>	<p>Principal, Director of Special Education, Teachers</p>

collaborates at weekly meetings and discusses the implementation of the Instructional Shifts for their specific students' needs. Student focus groups will inform teachers about best practices.			
Parents are invited to Tuesday Curriculum Shares led by one or two content area teachers of the grade team. Grade teams create monthly newsletters of the topics and standards for the current unit of study as well as ways that parents can help their child at home. Weekly phone calls are made indicating the progress of specific students. All students receive a weekly PRIDE letter mailed to their home. Students and parents will attend Student Led Conferences twice per year. The school will respond to parent concerns and ideas through PA, SLT and walk-in feedback.	ParentsStudents	September 2014-June 2015	Principal, APs, parents, Grade Team Leaders,
Collaboration is the key element in building a trusting community. We have to recognize that we are all responsible to and accountable to the community. Through the use of protocols, town halls, organized time for problem-solving, observations, and sharing of curriculum and instructional techniques we will build a trusting school culture that emphasizes collaboration.	All stakeholders	September 2014-June 2015	Admin, Principals, Teachers, Parents, Staff, Students

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Staff and parents, Weekly departmental planning time, Coaches,

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:				
<ul style="list-style-type: none"> 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. 				
Our progress on the Instructional Shifts will be measured four times per year: October 21 st , December 2 nd , February 10 th and May 12 th . We will expect a 25% increase in Instructional Shifts at each Round.				
Part 6b. Complete in February 2015 .				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

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 leadership has articulated a mission, vision and instructional focus. There is a sense of urgency around our academic achievement data and the need for instructional shifts to help us improve this data. The system of Instructional Rounds allows the leadership team to monitor the school’s progress toward the instructional focus. There is also an understanding of the school’s strengths as articulated by leadership. The Danielson Framework for Teaching has been utilized for formative and summative purposes over the last six years. This has created a culture of improvement and allowed for the development of consistent pedagogical practices. Strategic decisions have been made to build a positive school culture, including fiscal, human resources and development of structures/systems. The needs of sub-groups have been identified and systems have been created to address these needs. Success is contingent on the work of all. Therefore, administrators have developed many structures for distributed leadership. Grade team leaders, who meet weekly with one supervisor, lead weekly grade team meetings. Two Coaches, who are also teachers, have been developed to lead the ELA and Math departments. Three teachers have been members of city-wide leadership programs and have gone on to lead schools in the city. Mentor teachers are key to developing new teachers and recruiting for vacancies at our school as well as ‘sister’ schools. School leaders use a system for ‘mini-observations’ to occur frequently and provide teachers with formative feedback. As well, the leaders make frequent summative assessments in teacher classrooms.

This year we are working on using quarterly “data action plans”. Teachers use their quarterly report card data to determine strategies for students falling below 70% and also for students above 90% and to help us make improvements

on student academic achievement. We are also working to use our unit curriculum data to ensure that we are teaching a balanced CCLS curriculum. Finally, we are targeting our 6th grade, top 30%, with enrichment programs, similar to the manner in which we have created AIS programming for our lowest third for the last three years and to program our top 8th grade readers for S.S. Regents.

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.

We will move from 6% to 10% of our students scoring a Level 3 or Level 4 on our State Math and ELA tests in SY 2014-2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Use Instructional Rounds, data action plans and observation data to identify progress on our instructional focus and student achievement.</p>	<p>Principal, APs, teachers, students</p>	<p>September 2014 – June 2015</p>	<p>Principal</p>
<p>Continue to offer AIS programs for SWDs and EBL students, including Saturday reading program for 2nd and 3rd grade reading level, after school book club for 4th grade reading level, Do the Math Fractions, 6th grade morning group, homework help for SWD and EBL students each morning, Advanced EBL morning class and AIS reading during the school day. Add programs, specifically for the top 30% of 6th grade and for 8th grade S.S. Regents students. Use quarterly “data action plans” for teachers to plan specific strategies to help students scoring below 70% and over 90%.</p>	<p>Top 30% of 6th Grade, 8th Grade Regents classes, lowest level readers (2nd, 3rd, and 4th grade level), SWD, EBL students, Students below 70% and over 90%</p>	<p>September 2014 – June 2015</p>	<p>Principal and APs, teachers</p>
<p>Teachers will inform parents of the strategies they will implement each quarter to assist their child achieve more than 70% or to challenge students above 90%. Quarterly award ceremonies for parents of students who are our Super Scholars (score 85% or higher in 5 classes) and/or have perfect attendance.</p>	<p>Parents of students scoring below 70% or over 90% and parents of Super Scholars and</p>	<p>September 2014- June 2015</p>	<p>Principals, APs, Parent Coordinator</p>

	Perfect Attendance students.		
Teachers and parents need to trust that the Leadership Team has a vision for the progress of the school. We will continue to emphasize the vision and the skills, incentives, resources and action plan necessary for academic achievement to occur at our school. We will hold Town Halls following Instructional Rounds and discuss our next level of work as well as get ideas from the staff on the improvement process.	Principal, APs, Coaches	September 2014- June 2015	Principal

Part 4 – Resources Needed

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

Administrators, Coaches, Teachers, parents, students, Full-Day Instructional Rounds visits, Town Hall Fridays and Café con Cruz with families, parent award ceremonies, Regents S.S. before school class, Saturday and After School Classes, Reading Intervention teacher, Math Enrichment program

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

Data action plans indicate a 10% drop in students below 70% mastery from quarter to quarter. *Advance* data indicate 50% of teachers scores moving ‘developing’ to ‘effective’ area.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	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.	E

Part 1b. Needs/Areas for Improvement:

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

Our campus is a very welcoming environment. When you walk in the front door, you will see the flags of the many countries that our families and staff are from. The building is well maintained and teachers and students create beautiful displays. At MS 331 we have many family-oriented events. In addition to holding the four mandatory school-wide meetings with families, we have an annual “Turkey Bowl” the day before Thanksgiving vacation, a Talent Show the day before Winter Vacation, two ‘Arts Showcases’ , a Sports Awards Banquet and quarterly celebrations of academic achievement. Staff are utilizing the Tuesday Parent Engagement time to create relationships with the families of their homeroom students. They are called each week and invited to participate in our weekly curriculum shares. At the curriculum share, a teacher informs the parents and other teachers on the grade about their current unit of study and how everyone can assist the student to learn the material. Every week we send home a “Project PRIDE” letter, informing the parents/guardians of how their child is doing on all of our character values as well as any additional comments. We hold Student Led Conferences, rather than traditional Parent Teacher Conferences, so that students can conference with their parent/guardian and inform them of how well they are mastering the content. Each month our Parent Coordinator sends home a mailing, including a calendar of all of the events for the month and any other important information. The Principal holds regular, “Café con Cruz” breakfast sessions. At these meetings parents are informed about specific topics and have a chance to ask questions and comment on anything at the school. They also visit classrooms during these sessions. The parents/guardians provide ideas for future sessions. We hold two Open Houses for incoming students and their families. One in the Fall when 5th grade students are completing their Middle School Enrollment Applications and one in June to provide students and families information for the upcoming school year. The school uses Engrade, which is an on-line platform for grades. We can also put assignments and videos on this

site. Parents can look at a student's grades at any point and they can also download course material. This site has links to other school-wide important items, such as Accelerated Reader. We work in collaboration with Morris Heights Medical and Mental Health Clinic (housed in our building) to provide resources for families. Every Saturday, we hold ESL classes for parents from our school and the elementary school in our building. Our students assist the parents with the computer-based portion of the class.

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.

Double the number of parents/family members attending on-going classes at the school. Currently we have 50 parents, between the elementary and middle school attending ESL classes. We can double the number by incorporating additional course selections.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
We need to reach out to Community Based Organizations, Colleges and Individuals who can offer classes for parents/guardians. We need to survey the parents and see which courses they would like to see offered.	CBOs, Parents, Staff	September 2014- June 2015	Principal, Parent Coordinator, Community Assistant
Work with RCSN to host specific workshops and classes for parents of students with disabilities. Continue our ESL classes for EBL parents. Offer specific workshops on citizenship and legal issues EBL parents. Work with our parents in temporary housing to make sure that they have resources for support.	Parents of SWD, Parents who are learning English and/or are new to the country	September 2014-June 2015	Principal, Parent Coordinator, Community Assistant
Offer courses that parents/families have deemed important. Regular communication through School Messenger and mail.	Parents, Staff	September 2014-June 2015	Principal, Parent Coordinator, Community Assistant
The more communication we have with families the more we build the bond of trust. Parents need to see the school as a resource.	Parents, Staff	September 2014- June 2015	All stakeholders

Part 4 – Resources Needed

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

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Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

In February we will have offered at least one more course selection for parents.

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

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

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	A student performs below grade level on the Performance Series.	Guided Reading, phonics instruction, repeated readings, direct instruction of grammar, choral reading and partner reading , book clubs	Small group	During the day, after school and Saturdays
Mathematics	Pre-assessment on Fractions from <u>Do the Math</u>	Conceptual teaching of fractions	Small group	Before school
Science	Homework quality and completion rate	Pre-teaching and re-teaching content	Small group	Before school
Social Studies	Homework quality and completion rate	Pre-teaching and re-teaching content	Small group	Before school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are identified at our weekly Student Intervention Team meeting as “at-risk”	Trauma, behavioral, academic, guidance & young men’s and young women’s groups	Small group and one-to-one	During the school day and after school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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

2a. Highly Qualified Teachers (HQT)

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

We have partnerships with Fordham University, Oswego, Lehman College and Collaborative Coaches. We assign student teachers to our most highly effective teachers, who serve as mentors. We provide mentoring and all of the professional development that is provided for all of our teachers during a mentees time in our school. There are also orientation sessions and monthly check-in's, by administrators. Student teachers are observed and viewed as possible applicants.

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).

Monday Professional Development focuses on our "KidTalk" protocol which focuses on teachers developing the skills to manage their classrooms positively and learn specific strategies to assist with social emotional development of students. Also, every other Monday is a department meeting focused on learning strategies aligned with our Instructional Focus, "Those doing the reading, writing, discussing and thinking are those doing the learning."

Tuesday professional development time is used for a member of the grade team to share their unit with the rest of the team. The team decides on ways that they can support one another.

Every week a different department spends a full day looking at student work from their unit, analyzing the data from the unit and planning for a future unit.

Our paraprofessionals spend Monday and Tuesday engaged in on-line learning.

The principal is involved in Network Professional Development focused on the Instructional Focus for the school and building a school culture that supports learning. The APs are part of weekly learning walks from the principal and are also part of a Network Assistant Principal group. The coaches meet weekly with the assistant principals and one attends a city-wide leadership institute.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

In the Spring of 2014 a Measures of Student Learning (MOSL) committee was formed, with members from all departments and grade levels. The MOSL committee recommended the assessments that would be used at the school for SY 2014-2015. Each department decided to administer the performance task for their content area. Following the administration of the MOSL assessments, departments meet weekly to score the assessments and to plan future instruction based upon the student results.

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:

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

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

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

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The Bronx School of Young Leaders, 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. The Bronx School of Young Leaders 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

The Bronx School of Young Leaders, 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: Bronx School of Young Leaders	DBN: 10X331
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 68
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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: Before school: Students who scored 'advanced' on the 2012-2013 NYSELAT exam will attend a morning session (6th & 7th Grade) or an afternoon session (8th grade), three days/week, from 7:00-8:00 am and 2:20 -3:20. The teacher will plan lessons using 'English 3-D' from Scholastic. This curriculum is aligned to the common core standards including; reading text closely, annotating text and writing arguments. Our ELA teacher will co-teach the course with our ESL teacher. We chose our ELA teacher to co-teach with our ESL teacher, because of his experience level. He has eleven years of teaching experience and our ESL teacher is in her third year. He will address the language proficiency needs of students by using language acquisition goals each day. He is using the English 3-D curriculum which is designed for Emerging Bilingual students and explicitly incorporates english language development support. We had this program last year and 10 of our advanced students became proficient on NYSELAT. Every morning from 7 - 8 am our Spanish speaking paraprofessionals offer 'homework help' to our Emerging Bilingual students on each grade level, at no cost of Title III. Students attend this session and have an opportunity to ask questions about any content they are having difficulty understanding.

We offer Saturday sessions for students, reading on a 2nd and 3rd grade reading level, from 9 -12. Two content area teachers and 1 ESL teacher work in our Saturday program. During our Saturday program we use authentic text from Amplify, which are high interest and low reading level texts.

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: Content and ESL teachers receive Professional Development on translanguageing and designing units in the Understanding by Design (UBD) format. Teachers build translanguageing strategies into their UbD units. Our newly formed, Emerging Bilingual Team, with membership of our Native Language Arts, ESL, Bilingual S.S./Science, and Bilingual Math teacher, meet weekly to share their

Part C: Professional Development

UbD units and to create connections between their units. The team will meet every other Monday for 40 minutes and every Tuesday for 35 minutes. In house administrators, consultants from CUNY and instructional leads will facilitate the sessions. The PD will revolve around the resources in the translanguaging and language guides we have received from CUNY and Wiggins/McTige's UBD Workbook. These are free resources and you can find them at the following links: <http://www.nysieb.ws.gc.cuny.edu/files/2012/07/NYSLanguageProfiles.pdf> and <http://www.nysieb.ws.gc.cuny.edu/files/2012/07/NYSLanguageProfiles.pdf>

We will hold sessions on the September, November and June full-day PD days. We will also incorporate translanguaging PD into our weekly departmental meetings. The Emerging Bilingual Team will also focus on outreach to families about students' academic and social-emotional needs as well as informing families of our instructional program. In addition, the team is having sessions regarding the connections between the Danielson components and teaching EBL students. This document is on the Advance website. This is at no cost to Title III.

Part D: Parental Engagement Activities

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

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

Begin description here: We will have a translation team, using resources we have on staff and bilingual parents, to translate curriculum materials, family letters, etc. Families are invited to specific high school orientation sessions with schools that serve EBL students, such as New World High School in the Bronx. During Parent Engagement time our new Emerging Bilingual Team will lead sessions with families. These sessions will cover topics such as; CCL standards, family fitness, high school orientations, etc. Parents receive monthly newsletters and calendars in multiple languages and written by our Parent Coordinator. Each month families are invited to "Café con Cruz" which is an open forum between families and the principal. This is at no cost to Title III.

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	_____	_____

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.
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	_____	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 10	Borough Bronx	School Number 331
School Name The Bronx School of Young Leaders		

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

Principal Serapha Cruz	Assistant Principal Matt Lewis
Coach Billy Williams	Coach type here
ESL Teacher Frederica Emiliani	Guidance Counselor type here
Teacher/Subject Area Esther Fragosa/Bilingual Math	Parent type here
Teacher/Subject Area type here	Parent Coordinator Jolane Toro
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Pablo Schelino/ELL	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
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)	385	Total number of ELLs	78	ELLs as share of total student population (%)	20.26%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	78	Newcomers (ELLs receiving service 0-3 years)	42	ELL Students with Disabilities	29
SIFE	19	ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	19

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	42	17	13	17	2	7	19	0	5	78

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	42	17	13	17	2	7	19	0	5	78
Number of ELLs who have an alternate placement paraprofessional: <u>8</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							21	31	20					72
Chinese														0
Russian														0
Bengali								2	1					3
Urdu														0
Arabic									1					1
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		0					1
TOTAL	0	0	0	0	0	0	22	33	23	0	0	0	0	78

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)							7	12	12					31
Intermediate(I)							4	4	7					15
Advanced (A)							11	16	4					31
Total	0	0	0	0	0	0	22	32	23	0	0	0	0	77

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	12	4			16
7	20	4			24
8	16				16
NYSAA Bilingual (SWD)	5				5

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	13		2		3				18
7	28		5						33
8	19		1						20
NYSAA Bilingual (SWD)									0

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use Fountas and Pinnell in English and in Spanish as well as Performance Series in English. The English Fountas and Pinnell is used with the NYSELAT data to group our students for ESL class. We try to group Beginner and Intermediate students in one class and the Advanced students in a different class. Performance Series also helps us to group students for Academic Intervention Services in

reading. We use the Spanish reading assessment to help us determine student needs for our bilingual math class. Many of our students can speak Spanish but aren't as capable at reading or writing in Spanish. This data assists our bilingual math teacher with supporting students in reading and writing math content even if she is presenting content in Spanish.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
When we analyzed data for each student from the last three years (excluding students who have tested out of the services) we found that thirty-four (34) general education students had the same proficiency level in 2011 as in 2013. Fourteen (14) general education students improved their level from 2011 to 2013 and one(1) general education student had gone down in proficiency. In Special Education, nine (9) students retained the same level from 2011 to 2013 and two (2) students went down in level. Zero(0) students with special needs increased their level between 2011 and 2013.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our LAP Team will provide datafolios to teachers providing goals for reading/writing and listening/speaking and instructional strategies which will support these goals. Students are discussed once weekly and we will look at student work and discuss the student goals and the implementation of the instructional strategies as they impact goals.

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

Currently we only offer ESL and we offer bilingual math and native language support; however we can't label this a true TBE program because the Native Language Arts teacher is working on her certification in TESOL. Some students took the state math exam in Spanish, however our overall results as a school were that our EBL subgroup performed better on the ELA test than on the math test. We used the Periodic Assessment to create data profiles regarding which students needed support with each element, speaking, listening, reading and writing. We had students work in those specific areas during Saturday academies. The ELL Periodic Assessment has informed us that our students need the most help with reading and writing. We have incorporated translanguaging strategies so that students can use what they know in their home language to produce products in English.

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

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
We know that our students need home language support in order understand content. We have undergone extensive professional development with CUNY to learn about 'translanguaging'. We have provided support to our content teachers so that they know that instructional inputs can be in various languages and that outputs will be in English. Teachers have begun to put language objectives in their lesson plans and have formulated reading/writing and listening/speaking language objectives that fit with their content objective. We have purchased curriculum materials in Spanish and Bengali to support content area teachers.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We analyze EBL results on state tests (ELA, Math and NYSELAT), proficiency/testing out rates on NYSELAT, and progress reports and quarterly report cards.

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](#).)
The Assistant Principal, ESL or bilingual teacher and a bilingual guidance counselor meet with parents to administer the Home Language Identification Survey (HLIS) and to interview the family. The family watches the video of program selections before choosing a program. Our bilingual teacher administers the LAB-R within 10 days of students being admitted into our school. The interview takes place in the parent coordinators office and families can watch the video in this room as well.
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.
Our Assistant Principal and counselor and teacher show the families the video, at registration, and either the bilingual guidance counselor or the bilingual Parent Coordinator are at the meeting to translate questions, etc. If parents choose an option that we don't currently have in place, we create a waitlist so that we will know when we have enough families to start a new program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Parents/guardians complete the parent survey and program selection form during registration at our school. These forms are stored in students' cumulative record file in the main office. The program selections are entered into an excel document which is kept by the A.P. in charge of data. The NYSELAT eligibility report is reviewed at Cabinet meetings and between the A.P. and the Principal (in charge of EBLs). Entitlement letters for new admits are given to the AP, Principal, ESL and bilingual teacher.
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.
The parents choice is considered and students are placed in bilingual math if requested or non-bilingual math, if requested. All students receive ESL services based upon the mandate for their level. We want to utilize a Spanish reading and writing assessment to determine what type of Native Language Arts class we can offer.
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.
We utilize the NYSELAT report to organize the students by grade level and by proficiency level to create our testing calendar. We provide standardized testing conditions on the day of testing and do each section of the exam (reading/writing/listening) seperately. We create a speaking testing schedule and teachers and/or administrators pull students out of their ESL class one by one to test students.
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. 
This year two parents chose 'dual language' and six parents chose 'TBE'. All of the other families chose ESL. We are building our TBE program. This year we hired a bilingual math teacher who can ensure that students learning the language don't get behind in learning the math content. One of our reading content teachers is becoming certified in bilingual education and she will be able to offer Native Language Arts in Spanish.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. EBL students are placed in two classes on each grade and integrated with students who have English proficiency. During our two reading blocks, beginner and intermediate level students go to ESL class and during math the beginner level students go to bilingual math.
 - b. The classes travel as a group for the day, except students leave their sections to go to ESL and bilingual math. The advanced students stay with their class during the day and just have three classes of ESL per week.
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)?
 - a. Our beginners and intermediates receive 110 minutes of ESL instruction for the day or 550 minutes per week. We also provide time 20 minutes per day for them to read books in their native language. The advanced students receive 110 minutes per day of ELA instruction and three hours per week of ESL.
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.

All of our content area teachers have learned 'translanguaging' skills and these strategies are reinforced during grade and department meetings as well as during observations. For us, translanguaging means allowing students to use all of the languages at their disposal to receive information and organize their thinking and then producing products (often with peer and teacher support) in English. Content area teachers have received materials in the languages students speak and use these materials during their lessons, as well as translating other important informational text. Their goals are written in Spanish each day and they have cognate word walls as well as domain specific and academic vocabulary posted in Spanish and English. Assessments are in Spanish and students can write their answers in Spanish. Staff members help to translate these assessments for teachers who don't speak Spanish. Bilingual paraprofessionals are in math, science and social studies classrooms and help to translate whole-class questions and responses for students and teachers. Beginner level students attend math with the bilingual teacher.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

As stated above, assessments are in Spanish, so that we can appropriately assess how well a student knows the content and not how well they speak English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers write performance tasks for each unit. These tasks incorporate all four modalities. For example, a student may have to create a speech for one class and one performance task and in another class they may have to write an argumentative essay. Teachers all keep a data binder and in the data binder is a datafolio for each EBL student. Teachers keep documentation and student work which demonstrates student progress in the 4 modalities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.

- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. We have a Saturday program for our SIFE students. The Saturday program has direct teaching from our bilingual teacher and also students work on Rosetta Stone and Power My Learning on the computer. These two programs allow us to differentiate for each individual student.

b. Our newcomers are in our ESL class and we developed the curriculum to meet their language needs and also their needs to become familiar with a new city and new country and plan for their future. The curriculum utilizes the 'photo-elicitation' strategy. All students have cameras and they create projects around the themes of 'Who am I?', "Our School Community", "Our Community", and "What is the purpose of school?"

c/d. Most of our EBLs who have been receiving services for 4-6 years, and are general education students, are integrated into heterogeneous classes for the majority of the day and receive ESL support. When we look closely at the data long-term EBLs and also students who have been receiving services 4-6 years and long-term EBLs, the majority are in the D75 hearing impaired classes that we host at our school and also our Intellectually Disabled self-contained special education class. They have not been able to pass the NYSELAT, and I wouldn't expect the ID students to be able to, and therefore show up on the report as needing to continue to receive services, which we do provide.

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?

Most of our EBL-SWD students are in the classes we host from D75. The teachers in these classes use grade-level core curriculum materials and provide supports, such as interpreters, alternative placement paras to translate, and also translanguaging strategies, such as providing materials in Spanish. Students also have access to computer based programs that accelerate English language development, such as Rosetta Stone.

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?

All of our non-D75 students, are in ICT classes, except students that are in our ID self-contained class. Even students in the D75 and ID classes are integrated for enrichment and ESL classes. Some of the D75 hearing impaired students are mainstreamed for subjects they are strong in and also three students were declassified from D75 and integrated full-day in our community school.

Courses Taught in Languages Other than English ⓘ

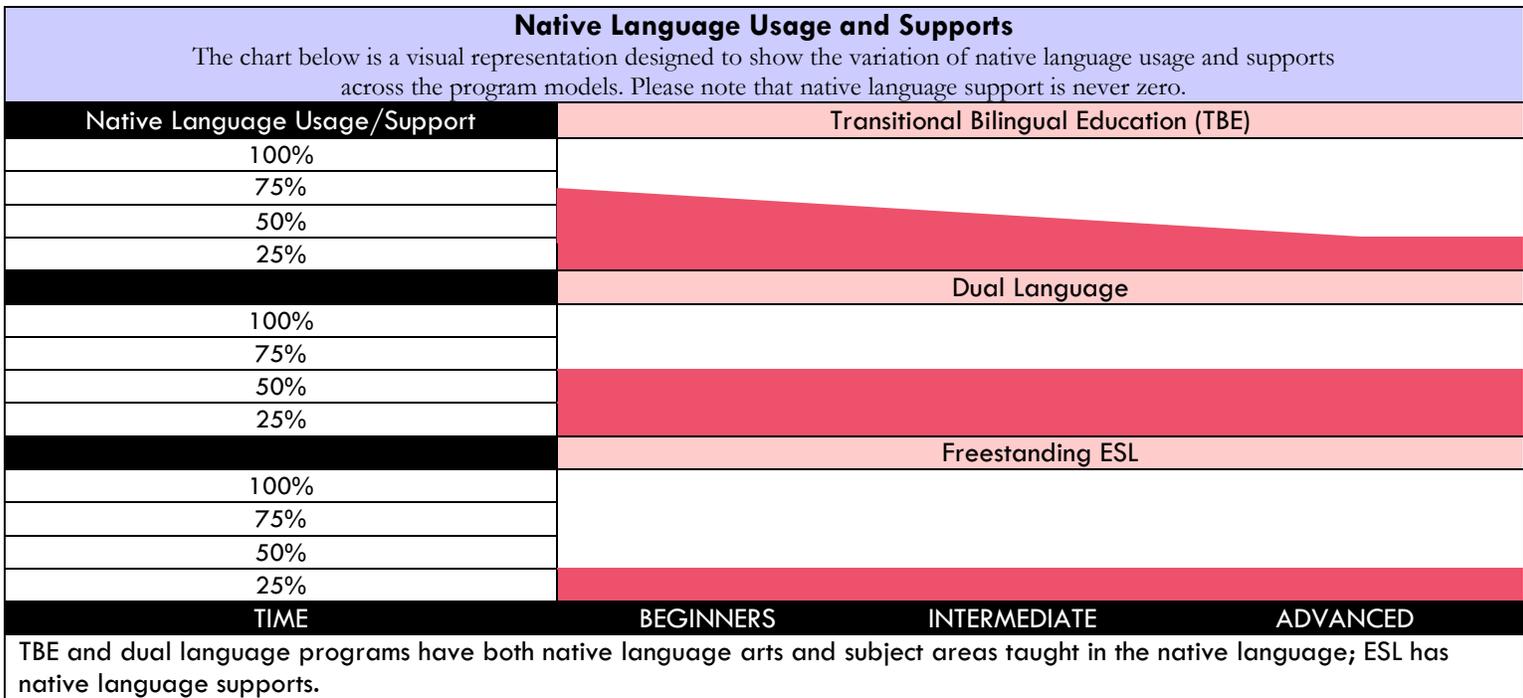
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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.
- Intermediate and Advanced students receive math and ELA intervention in an extra period three days per week. Our advanced EBL (Emerging Bilingual Learners) students receive an extra period of ELA three days per week. Our SIFE and Beginner/Intermediate students attend a Saturday program for ELA/Math.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We have made progress and still have work to do to have a really effective program for our EBLs. Due to the translanguaging in our classrooms, our EBL students are performing well on their report cards. On our 2011/2012 Progress Report we received only 0.40% for ELL Progress; however on our most recent report 2012/2013 we jumped to 31%. In math, our EBLs scored 25.5% in 2010/2011 and this year we had 33.9%. This is strong growth for one year. Last year we hired a new ESL teacher and added bilingual math and the computer support for our students. Last year we also began the extra ELA period for our Advanced EBL students.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we hired a new bilingual math teacher, with a stronger background in math, and we added our Saturday support program. We will continue to develop our teachers to use 'translanguaging' strategies in all content classes. When our reading teacher becomes a certified bilingual teacher, we will add Native Language Arts class and have a true TBE program. We interviewed many candidates and didn't find a strong bilingual candidate for reading, but our current teacher will be certified by next year.
12. What programs/services for ELLs will be discontinued and why?
- None at this time. We believe we are making great gains with students based upon Progress Report data.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our EBL students are already part of our after-school AIS reading and math programs. They are also able to sign up for any of our clubs and extracurricular activities. We offer a full sports program and an arts program, many of our EBLs take advantage of these programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Rosetta Stone is used by our beginner level students. Power My Learning is utilized in math classrooms (both bilingual and not). Power My Learning is a platform which allows students to work on any subject area at their level. Students have the option to change the language to Spanish on the screen and work in Spanish. Our Advanced students use Scholastic's English 3D program in an additional literacy block, three days per week. Content area teachers utilize Spanish language textbooks, Google translate and in-house translated materials for their lessons.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- ESL: Students have access to materials/curriculum in their home language in all content area classes. In ESL class there is an extensive library of Spanish books and some Bengali books. Students can check out books in those languages or English and count them toward our book requirement of reading three books per month. Bilingual paraprofessionals also provide home language support in content area classes. Our ESL teacher speaks many languages, including Spanish and can utilize Spanish to provide support during ESL. Three of our enrichment teachers speak Spanish and they provide support before and after school on the computer programs students use.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Our ESL curriculum was written to support students specifically during Middle School as they prepare for High School and begin thinking about life after High School. Students are immersed in a unit of study which assesses their future interests and teaches them about the importance of choosing high schools and having experiences which prepare them to build on those interests. Students also contribute to our school community through their photo essay projects and this aligns with the developmental level of middle school students and their want of service projects and doing positive projects.
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.
- The principal meets with each new family as they enroll. We talk about where they are from and have a sense of the town and school system they were in. EBL students and their families from 5th grade participate in open houses that take place during the year before they articulate to 6th grade as well as at the beginning of their 6th grade year. We are going to start a 'Newcomer Group' after school which will be with our bilingual guidance counselor.

18. What language electives are offered to ELLs?

Unfortunately, none at this time.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. All of our staff participate in three grade level and one department meeting per week. These meetings are our key vehicle for providing staff development. One grade team meeting focuses on using the 'collaborative assessment protocol' and looking at student work. This work is sometimes an EBL student. We use the protocol to discuss the students strengths and also to provide feedback to the teacher on their instructional approach. Often this meeting entails discussing what language supports were provided to EBL students and what difference that made in the final product. Another grade team meeting is used to use a 'kidtalk' protocol. At this meeting teacher discuss specific students who are struggling on their grade. Teacher brainstorm possible action plans and next steps that all teachers on the grade will use to support the student. Many times this student is an EBL student. The third grade team meeting is used to plan for our advisory period. All of our students, including our EBLs, are in an advisory group and we use a format called, 'The Circle of Power and Respect'. The beginning of the advisory period is used for team building, understanding one another (including a focus on multiculturalism and multilingualism) and character development. The second half of advisory is used for academic advisement. All of the EBL students receive counseling at this time about their academic progress. At the planning meeting for advisory, teachers discuss any students who may be falling behind academically and how we can provide supports before the end of the quarter. At the weekly department meetings we focus on our school-wide goal of creating a curriculum aligned to the CCLS. Teachers write units of study at this weekly meeting and we use a template that includes language objectives that will be taught and translanguaging strategies that will be used in the unit. Teachers of each content area have a full day to develop curriculum every five weeks and they write their units and provide feedback to one another, including how well their unit meets the needs of all students (including EBLs).

2. ESL and bilingual teachers receive individualized formative feedback on a weekly basis through our mini-observations. Administrators and coaches visit each department each week. They debrief and one will visit the teacher to discuss the lesson and then summarize their visit and next steps in writing. Our ESL teacher works with the principal and our Network EBL Liason to write the ESL curriculum, aligned with the CCLS and the language progressions on Engage NY. Our bilingual math teacher receives all of the support listed in #1 and also will attend nine (9) specific math workshops, focused on preparing to teach the new math core curriculum.

3. The support we provide is through the grade team meeting that focuses on planning for the advisory period. At this meeting we are able to share a lot of information regarding our students, including understanding our newcomers better and their adjustment to a new school and a new country. Our 8th grade teachers, learn about high schools and which high schools specialize in working with EBL students (such as Claremont, Gregorio Luperon and the International Schools. These advisory teachers teach students how to use the High School Directory and take students on visits to High Schools. Our guidance counselors are familiar with all of our students. Both counselors are binlingual and assist EBL students with their transition to Middle School and to High School. They are part of our grade team meetings and can provide suggestions to the teachers.

4. At this point, our specific EBL training is embedded in our weekly meetings, as described above. We have also had training from the International Schools and from CUNY, specifically focused on the needs of our EBL students.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. We provide support to parents/guardians of our EBL students as soon as they register. We provide them with a list of options for workshops and support and ask them which they would like to attend/have. We offer such things as 'high school choices', 'How to help my child, academically, if I don't know the language', ' what resources are in this community?'We also hold several 'Community Events' throughout the year. Most of these events are the day before a long holiday and we target our EBL community because they tend to be the one's to take extended vacations. The Community Events are always big celebrations (an annual Turkey Bowl Football Game and Feast and Talent Show are examples) and well attended by families. We believe they have helped us to curb extended vacations and also to achieve 95% attendance for two years in a row. Our office staff are bilingual and so is our parent coordinator, so they make it clear to parents that they are available to translate as necessary. Teachers and other staff members request these staff members to translate letters, phone calls and meetings. We have the required translation posters near the main office desk and also in the front lobby of the school.
 2. We direct parents to a school near us which offers ESL classes. IN January, we will have ESL classes available every week at our school for 150 families.
 3. We evaluate the needs of our parents through the initial survey as well as other surveys (including the annual Learning Environment Survey). Our parent coordinator surveys parents and informs staff members of the languages that parents prefer for receiving and providing information. As stated above, our office staff and our parent coordinator are very knowledgeable of the families and provide translation whenever necessary.
 4. We try to tailor our activities based upon the feedback they provide us. Our meetings and our events utilize a translation audio unit as well as staff members who can translate. Written correspondence is in Spanish and English.

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: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **10X331** School Name: **The Bronx School of Young Leaders**

Cluster: Network: **411**

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.

We use home language survey information so that we know what written and oral interpretation needs we need to plan for.

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.

For our families which are learning English, we have found that all speak Spanish. Our families which speak Arabic, French and Bengali also speak English. We notify teachers that all home communication should be in English and Spanish. We also inform them if they need to use staff for oral translation.

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.

Everything we send home is in English and Spanish. We have office staff, our parent coordinator and several other staff members available to assist with translation in writing.

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

Oral interpretation is mostly provided by our staff members. When teachers, deans or administrators need assistance with phone calls they ask our bilingual office staff, a guidance counselor or the parent coordinator. During PTCs we have guidance counselors and office staff translate. For our students, we hire interpretation services for state tests that are not written in the child's home language, including Arabic and Bengali. We hired Spanish and Bengali interpreters to score recent performance tasks that were taken in those languages.

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>.

We have this posted in our main lobby and also in our main office. We also mail it home once a year.