

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): 11X357
School Name: YOUNG VOICES ACADEMY OF THE BRONX
Principal: NADIA CRUZ

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: PreK-5 School Number (DBN): 11x357
School Type: Elementary Grades Served: Prek-1
School Address: 800 Lydig Avenue
Phone Number: 718-794-4080 Fax: 718-794-4089
School Contact Person: Nadia Cruz-Perez Email Address: Ncruz8@schools.nyc.gov
Principal: Nadia Cruz-Perez
UFT Chapter Leader: Johanna Otero
Parents' Association President: Melanie Morales
SLT Chairperson: Maria Sanchez
Student Representative(s): N/A

District Information

District: 11 Superintendent: Maria Lopez
Superintendent's Office Address: 1250 Arnow Ave Bronx NY 10469
Superintendent's Email Address: mlopez9@schools.nyc.gov
Phone Number: 718-519-2620 Fax: _____

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 607 Network Leader: Steven Chernioff

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 Comprehensive Educational Plan (CEP) 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)
Nadia Cruz-Perez	*Principal or Designee	
Johanna Otero	*UFT Chapter Leader or Designee	
Melanie Morales	*PA/PTA President or Designated Co-President	
Kevin Graulau	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Youche Chia	Member/ Guidance Counselor	
Maria Sanchez	Member/ Parent	
Yasmine Tineo	Member/ Parent	
Lina Nieves	Member/ Parent	
Abeline Garcia	Member/ Parent	
Maria Perez	Member/ Teacher	
	Member/	

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

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

The 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



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

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

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

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

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

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

Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)

School Culture: Positive Learning Environment (1.4), High expectations (3.4)

Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP 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:** 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 3:** 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 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

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

Mission/Vision

At Young Voices Academy of the Bronx, it is our mission to cultivate the voice of every child and to empower all students to become self-motivated individuals that have ownership over their intellect and their ability to influence others. We define voice as the words expressed by the mouth, the markings made by a pen and the actions exhibited by individuals that influence others. Through our core beliefs of excellence, empathy, empowerment and collaboration we will foster strong relationships, values and the voice in every child.

Our vision is to engage every child in a curriculum that challenges them to investigate, synthesize, debate, problem solve and demonstrate thought in writing; the acts of a critical thinker. Every child will be provided with a nurturing, safe and inviting environment where learning is a meaningful experience of discovery. Our dedicated, highly qualified teachers and staff work collaboratively with parents to ensure all children are reaching their full potential as they cultivate the total development of each child: intellectual, social and emotional. We will extend learning through character education, enrichment programs, service projects and partnerships with community-based and private organizations to connect academic growth with an active role in the community. All students of Young Voices Academy of the Bronx, regardless of background, will obtain the integral tools required to excel in academic, professional and social endeavors.

Keeping our mission/vision at the forefront of our decision making, we have partnerships with organizations such as Turn Around For Children, Education Through Music, and Neighborhood Initiatives for Development Corporation and Good Shepard. Each organization plays an integral role in the success of our school. As a school focused on the intellectual, social and emotional development of every child Turn Around for Children provides an Instructional Consultant and Social Worker Consultant 2x a week for the entire school year. These consultants support teachers in the classroom, lesson plan with teachers, and provide training sessions. They also provide parent workshops. They are part of our Team for School Improvement which aims to conduct regular learning walks, observations and assessments to monitor teacher/student growth. Our Turn Around consultants also support our Student Intervention Team as we discuss students identified as "at-risk" to develop action plans and monitor progress.

According to our NSQR which was conducted in March of 2014 our school performed well in the following:

- The school provides a safe, nurturing environment coordinating guidance supports in order to positively impact students' personal academic development. (1.4)
- The school's targeted use of resources, scheduling and organizational decisions leads to effective alignment to instructional goals resulting in higher student outcomes and improved student supports. (1.3)
- The school uses a wide range of assessments practices that provide an informed understanding of student performance resulting in adjustments to instruction that positively impact pedagogy. (2.2)

Our school needed to improve in the following:

- Continue to adapt the English language arts and math Common Core aligned curricula to consistently emphasize rigorous habits and higher order skills to meet the varied need and interests of diverse groups of all students. (1.1)
- Build on the formative process begun to develop pedagogy across all classrooms to deepen alignment and consistency with demanding curricula, resulting in increased access, thinking, discussion and engagement of all students in all content areas. (1.2)
- Build upon the use of frequent cycles of observations using Danielson framework to support teachers' professional growth and reflection, thereby elevating instructional practices and improving student outcomes. (4.1)

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.

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the element of Rigorous Instruction, instruction should be customized, inclusive, motivating, and aligned to the Common Core. Last year, our teachers met regularly to create reading and writing curriculum using Common Core standards. In our New School Quality Review conducted in March 2014, it was suggested that we continue to adapt the English language arts and math Common Core aligned curricula to consistently emphasize rigorous habits and higher order skills to meet the varied need and interests of diverse groups of all students. (1.1) Last year our CEP goal was for 85% of our students in grade kindergarten to reach a level C or higher as measured by Fountas and Pinnell Benchmark Assessment System. 30% of students did not reach this benchmark. After reviewing the data we concluded that 61% of our students that did not reach the benchmark were comprised of English language learners and/or students with disabilities.

In accordance with last year’s findings and the capacity framework, our goal is to continue adapting our maps to develop rigorous learning targets and learning task, as well as provide appropriate scaffolds for students with disabilities and English language learners to promote success. We believe that adapting our curriculum/instruction to meet the needs of all students will impact the amount of students that read on grade level by the end of the school year.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 75% of students will be reading on grade level or higher as measured by Fountas and Pinnell Benchmark Assessment System.

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: 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>
Literacy/Academic Intervention Service Staff Developer along with kindergarten/first teachers will participate in Network 607 Content Study Groups and turn key strategies to all teachers on staff as well as use information to adapt curriculum and implement strategies in the classroom.	AIS/Literacy Staff Developer, K & 1 Teachers	November 2014–May 2015	Principal, AIS/Literacy Staff Developer and/or Literacy Consultant
Teachers will receive professional development specific to students with disabilities and English language learners provided by the	Kindergarten and First	November 2014–May	Principal, AIS/Literacy Staff

network.	grade teachers	2015	Developer and/or Literacy Consultant
One period per day, students in kindergarten and first grade are homogeneously grouped and rotate to a different class to receive targeted instruction in the area of phonemic awareness and literacy behaviors.	Kindergarten & First grade students	November 2014- June 2015	Principal, AIS/Literacy Staff Developer and/or Literacy Consultant
Teacher teams will analyze data/student work a minimum of three times a year using a protocol developed during the summer of 2014	Kindergarten and First grade ELLs	October 2014-June 2015	Principal, AIS/Literacy Staff Developer and/or Literacy Consultant
Literacy/AIS Staff Developer will provide "at risk" students with targeted literacy instruction.	Kindergarten and First grade students not meeting benchmark targets	November 2014- June 2015	Principal, AIS/Literacy Staff Developer and/or Literacy Consultant
Teachers will meet with small groups (guided reading) and 1-1 (conferring) to provide targeted instruction, set goals, establish explicit next steps and provide meaningful feedback.	Kindergarten and First grade students	October 2014-June 2015	Principal, AIS/Literacy Staff Developer and/or Literacy Consultant
Parent Workshops (Pastries with Principal Perez) in the area of Literacy	Parents of Pre-kindergarten to first grade students	November 2014- June 2015	Principal, AIS/Literacy Staff Developer and/or Turn Around for Children Consultant.

Part 4 – Resources Needed

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

4. Literacy Liaison will attend Network 607 Literacy Lab sessions held by Achievement Coaches.
5. Turn Around for Children Instructional Consultant will work with Principal and Teachers to identify and support areas of ineffectiveness.
6. Department of Education Talent Coach will meet with Principal to support implementation of Teacher Effectiveness Rubric.
 - a. Network Achievement Coach will meet with Principal to support with low inference observations and feedback using Danielson's rubric.
7. Teacher Teams (Inquiry and Grade Level)
8. All Teachers and kindergarten students
 - a. Resources:
 - i. Foundations will be used for targeted subgroups (at-risk, SWD, and ELLs)
 - ii. Kindervention will be used for targeted subgroups (at-risk, SWD, and ELLs)
 - iii. Fountas & Pinnell Literacy Intervention Kit will be used for targeted subgroups (at-risk, SWD, and ELLs)
 - iv. Words Their Way

- v. RAZ-kids
- vi. Reading A-Z
- vii. I-Ready diagnostic and instruction reading comprehension computer support
- viii. Leveled and genre based classroom libraries

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 IIA		Title III		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.

Teachers will use Fountas and Pinell running record assessments to assess students’ progress. Assessments will take place January 26-February 20, 2015.

Kindergarten midpoint benchmark: B

First Grade midpoint benchmark: F

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

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

Section 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.

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to our NSQR which was conducted in March of 2014 the school is proficient in:

- 1.4 maintaining a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults.

During a learning walk conducted by the Turn Around for Children team (Literacy Consultant, Social Worker Consultant and Program Director) which focused around our PBIS, the following data was collected and analyzed:

Classroom Data - Attributes of a Well-Implemented Positive Behavior Plan (6 classrooms):

Attribute	Percentage of Classrooms Exhibiting Attribute
Visibly posted classroom-specific rules that are positively stated	50%
Active supervision of students	83%
Staff members reinforce positive student behavior	50%
Procedures are in place and actively monitored	67%
Staff members proactively remind/redirect students to engage in positive behavior	83%

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 85% of students will be able to articulate and exhibit positive student behavior as measured by reduction of student intervention team/office referrals and the increase of students participating in school-wide incentives.

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: 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	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>

Activities that address the Capacity Framework element of Trust			
Establish classroom communities characterized by: 1. Clear procedures 2. Positive reinforcement of expected behaviors 3. Clear, consistent, and logical consequences	All Classrooms	October 2014-June 2015	Guidance Counselor, Turn Around for Children Consultant
4. Lessons will be developed and implemented clearly defining excellence for students via character education period and Town Hall meetings		August 2014-June 2015	Guidance Counselor, Turn Around for Children Consultant
5. Teachers will engage in decision making to develop ways they can implement the teaching of "Showing Excellence" expectations in classroom.		August 2014-June 2015	Guidance Counselor, Turn Around for Children Consultant

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. Turn Around for Children Instructional Consultant will provide in class support/coaching.
2. Turn Around for Children Instructional Consultant will provide bi-weekly small group professional development.
3. Schedule adjustments to accommodate PD on Tuesdays
4. Instructional resources: a. Posters (Excellence) b. Poster paper, poster maker

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		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: 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.
February walk-through to collect data using Turn Around Data collection form. February teacher self-assessment
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 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.

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to our NSQR which was conducted in March of 2014 the school was proficient in:

- Maintaining a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults

The school needed to improve in:

- Building on the formative process begun to develop pedagogy across all classrooms to deepen alignment and consistency with demanding curricula, resulting in increased access to thinking discussion and engagement of all students in all content areas.

To continue this work, teachers were asked to reflect on their teaching practice and the types of professional development opportunities that have supported their growth. From that feedback and the school data, the professional learning committee will develop an action plan comprised of a menu of professional development opportunities.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of teachers will participate in a minimum of 5 collaborative learning opportunities to support student performance.

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: 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>
Lunch and Learns will be offered to teachers in 6-8 week cycles that address a specific need in the school as identified by needs assessments and observations.	PreK-1 teachers	November –June 2015	Principal
Kindergarten/first teachers will participate in Network 607 Content Study Groups and turn key strategies to all teachers on staff.	K-1 teachers	November –June 2015	Principal

Professional Learning Committee will be established and meet bi-monthly to monitor professional development opportunities being offered and their impact in the classroom.	PreK-1 teachers and paraprofessionals	November –June 2015	Principal
Inter-visitations will be scheduled in 8 week cycles to support a specific need in the school as identified by needs assessment and observations	PreK-1 teachers	November –June 2015	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> - Professional Learning Committee will meet once a month to assess the professional development opportunities being offered and make adjustments as needed. - Professional Literature will be purchased for teachers in the areas suggested by needs assessment.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 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.</p> <p>End of February, Professional Learning Committee will review all agendas and sign-in sheets to assess the types of professional development opportunities being offered . End of February Learning Committee will tally the amount of PDs each teacher has attended.</p>				
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 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.

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

As part of Effective Leadership it is the role of the principal to nurture the professional growth of teachers. According to our NSQR, it was suggested that we continue to build upon the use of frequent cycles of observations using the Danielson framework to support teachers’ professional growth and reflection thereby elevating instructional practices and improving student outcomes (4.1)

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, Principal will conduct a minimum of 3 informal classroom observations for 100% of teachers to monitor 1 level growth in the practices across competencies 1a, 1e and 4e of the Danielson rubric.

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: 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>
1. Regularly scheduled time for informals in 6-8 week cycles	All Teachers	November-June	Principal
2. Clear explicit feedback will be provided within 48 hours of observation	All Teachers	November-June	Principal
3. Teachers’ set goals based on self-assessment of competencies 1a, 1e, and 4e of the Danielson Framework.	All Teachers	November-June	Principal

Part 4 – Resources Needed

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

Schedule informals
Schedule feedback conferences

Schedule goal setting conferences with all teachers
 Provide Danielson Rubric to all Teachers

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		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.

Teachers will modify lessons according to data analysis and feedback received from the observations conducted.
 Teacher’s will self-assess progress of their goal by using the Danielson rubric

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

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

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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.

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Last year we implemented Pastries with Principal Perez, parent workshops, which addressed the literacy needs of our students. The workshops were offered once a month to all pre-kindergarten and kindergarten parents. The goal was to increase parent awareness of literacy development and the important strategies that support growth. In May a parent survey was sent home to provide the school with feedback to guide the next school year. Based on the data parents found the workshops to be helpful, however, requested workshops in other subject areas.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will have a 75% increase of learning opportunities for parents as measured by the amount of opportunities offered last year which totaled 8.

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: 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>
Pastries with Principal Perez, parent workshops, will be offered in the area of literacy	All parents	December –May	Principal
A minimum of 3 teacher led workshops will be conducted in the content areas (mathematics, science, etc.	All parents	December -May	Principal
Through our partnership with NIDC (Neighborhood Initiatives development Corp. ESL classes will be offered to our parents.	All parents	January-June	Principal
Through our partnership with Turn Around for Children a minimum of 2 parent workshops will be offered with a social-emotional focus	All parents	October-May	Principal

Part 4 – Resources Needed

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

Adjust Principal schedule to include monthly meetings,
Provide space (classroom) for after school ESL instruction by NIDC

Schedule workshops for parents in the various content areas during the parent involvement time allocated by the new teacher contract.

Part 5 – Budget and Resource Alignment

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

x	Tax Levy		Title I Basic		Title IIA		Title III		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.

Distribute parent survey to obtain feedback regarding learning opportunities

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

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

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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)	Students not meeting benchmark	Fundations Fountas and Pinnell Reading Intervention System Kindervention	Small group instruction	During school day
Mathematics	Students not meeting benchmark	i-Ready	One-to-one	During school day
Science	N/A	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated students as identified on IEP Students considered "at-risk" based on Student Intervention Team.	School Psychologist will provide directional therapy to enhance academic and focusing skills as they complete assigned task. Cooperative play is used as a technique to strengthen social skills. Guidance Counselor will provide 1 to 1 or small group counseling, academic support and social skills support. GC will support teachers in developing behavior modification strategies for at risk students. Social Worker will provide crisis therapy to help students express and cope with behavior problems.	One-to-one	During school day

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.					
	Schoolwide Program (SWP)	X	Targeted Assistance (TA) Schools		Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

To ensure that staff highly qualified staff is hired we take part in job fairs, informational fairs in colleges. To establish cohesive criteria for hiring, a committee is formed. The committee develops a rubric for resumes, interviews, and demonstration lessons. Committee members take part in the selection process to ensure perspective hires meet the criteria that. Staff members are provided with professional development in the following ways:

- Mentoring (new teachers)
- Turn Around workshops and in class support from Turn Around Instructional staff developer
- Workshops provided by Network 607 in the areas of SWD and ELLs
- Content Study Groups conducted by Achievement Coaches
- Workshops and in school support provided by the Office of Early Childhood
- Model lessons, planning sessions and workshops provided by the Principal
- Inter-visitations
- Danielson's Framework training provided by DOE

Teachers are assigned according to their license and areas of expertise. All teachers are observed and provided with feedback in accordance to Danielson's Framework of Effectiveness.

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).

Staff members are provided with the following professional development opportunities:

- Mentoring (new teachers)
- Turn Around workshops and in class support from Turn Around Instructional staff developer

- Workshops provided by Network 607
- Workshops and in school support provided by the Office of Early Childhood
- Model lessons, planning sessions and workshops provided by the Principal, Kagan Consultant, and/or AIS/Lit. Staff Developer
- Inter-visitations
- Danielson’s Framework training provided by DOE
- Curriculum planning afterschool to align units of study to the CCSS

Inquiry sessions to analyze student work based on the CCSS

Part 3: TA Schools Only

3a. Use of Program Resources

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

The programs we have selected to use (Imagine Learning, Foundations, Fountas and Pinnell Intervention Kit, Kindervention, Words Their Way and i-Ready Math) will assist participating students to meet proficiency by targeting their specific area of need. Students are assessed and services are provided according to the analysis of the data. For example if the root of a child’s lack of progress is identified to be letter sound recognition the child receives targeted instruction using Kindervention or Foundations. Having the various entry points and interventions that target different areas allows students to receive the specific intervention necessary. The support is monitored to see its impact on student progress.

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).

The Principal meets with the teachers to plan and coordinate intervention services so that the students are minimally removed from their regular classroom during the day. Through the coordination, students are grouped and receive targeted intervention 3x a week for 1 period of rotations. This allows the students to receive targeted intervention within their regular school day in a smaller setting.

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.

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 (CEP) 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:

5. 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.
6. 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:

7. **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).
8. **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.
9. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
10. **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.
11. **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.
12. **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:

13. **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.
14. **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.
15. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
16. **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 8: 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 CEP 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)

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. **[PS 357, Young Voices Academy of the Bronx]**, 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. **[PS 357, Young Voices Academy of the Bronx]** 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)

[PS 357, Young Voices Academy of the Bronx], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 11	Borough Bronx	School Number 357
School Name Young Voices Academy of the Bronx		

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 Nadia Cruz-Perez	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Rebecca Lennon	Guidance Counselor Youche Chia
Teacher/Subject Area N/A	Parent Melanie Morales
Teacher/Subject Area N/A	Parent Coordinator N/A
Related Service Provider N/A	Other N/A
Network Leader(Only if working with the LAP team) Elmer Myers	Other N/A

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	56	Total number of ELLs	11	ELLs as share of total student population (%)	19.64%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0													0
Dual Language <small>(50%:50%)</small>	0													0
Freestanding ESL														
SELECT ONE	11													11
SELECT ONE														0
Total	11	0	0	0	0	0	0	0	0	0	0	0	0	11

B. ELL Years of Service and Programs

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

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	0	0		11	0	0	0	0	0	11

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	0	0	0	11	0	0	0	0	0	11
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)	8													8
Intermediate(I)														0
Advanced (A)	3													3
Total	11	0	0	0	0	0	0	0	0	0	0	0	0	11

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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.
As a school we are assessing our kindergarten students using the Fountas and Pinnell assessment kits. We assessed their letter identification, phonemic awareness, and reading ability. The data showed that our 11 identified ELLs scored a level 1 proficiency in demonstrating understanding of spoken words, syllables and sounds. Our ELLs did not show evidence of early literacy behaviors or

ability to read at a beginner level A.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We are a brand new elementary school serving grades pre-kindergarten and kindergarten this year. We will grow every year until we serve grade 5. We administered the Lab-R within the first 10 days of school to identify our ELLs. At this point we do not have NYSESLAT data.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
N/A new school as of September 2013 with only pre-K and K
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?N/A new school as of September 2013 with only pre-K and K
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](#).)
Since completing benchmark assessments in late October we are currently using RTI to guide our instructional decisions. As part of Tier I we selected a rigorous evidence based curriculum, Core Knowledge and Foundations. We have modified lessons to include language development and supports for ELLs where appropriate. As part of Tier II we have small group targeted instruction using additional materials/resources provided by curriculum specifically for ELLs. Students are also using Imagine Learning for additional support.
6. How do you make sure that a child's second language development is considered in instructional decisions?
N/A new school as of September 2013 with only pre-K and K
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.).
Paste response to question here:

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Paste response to question here: During the registration process, parents of new entrants to the NYC Public School system are required to complete the Home Language Identification Survey (HLIS). The procedures we follow to identify our ELLs are initiated based on the responses to the HLIS and an informal oral interview. The informal oral interview is conducted by a pedagogue with the student and parent in English and in the native language. Using the HLIS rubric, all new entrants whose HLIS form indicates a language other than English on one question in (Part 1: questions 1-4) and two questions in (Part 1: questions 5-8) is administered the Language Assessment Battery-Revised (LAB-R) by the ESL teacher. If the parent indicated a home language of Spanish and scores were at or below LAB-R cut scores, the Spanish LAB is administered by the ESL teacher with an interpreter that is proficient in English and Spanish. A student who scores below proficiency levels at either a Beginning, Intermediate or Advanced level is considered Limited English Proficient (LEP) or an English Language Learner (ELL) according to NYS education regulations.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Paste response to questions here: To ensure that parents understand all three ELL program choices which are offered by the NYC DOE: Transitional Bilingual Education (TBE), English as Second Language (ESL) programs and Dual Language. The school adheres to the state requirements on placing ELL students within ten days of enrollment in the appropriate program. Therefore, we strive to quickly inform parents of their program choices. Once the student is entitled, an Entitlement letter is mailed, emailed and/or hand delivered to the parents inviting them to a Parent Orientation meeting/session. As a follow-up, we call parents informing them of their child's entitlement to ELL services and again invite them to the Parent Orientation session. At this meeting the ESL teacher in collaboration with the Parent Coordinator and administrators have the parents view the DOE DVD (available in translated version) which demonstrates and describes the instructional programs they can choose for their child. Once the DVD is viewed, the ELL Parent brochure, further detailing the ELL Programs offered by the NYC Public Schools is distributed with the Parent Survey and Program Selection Form. Parents are asked to complete the form and select a program of their choice to ensure their child receives entitled services as soon as possible. PS 357 also informs them on the curriculum, academic expectation, assessments, specifically the NYSESLAT and ways they can support their child during the school year. The session is then opened for a Q & A session. We strive to collect the Parent Survey and Program Selection Form within the ten days of enrollment. For parents who did not attend the orientation and have not completed the survey, the parent coordinator calls each one and sets up an orientation appointment.
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 [\[see tool kit\]](#).)
- Using LAB-R results entitlement letters are mailed and backpacked home with students.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- Paste response to question here: During the parent orientation, parents are asked to fill out the Parent Program Choice and Parent Survey forms. Students are placed according to the programs chosen by their parents. Currently PS 357 is a Pre-K, K school and has 11 ELLs. Of those 11 ELLs, only 6 are Spanish speaking while the remaining 5 all speak different languages.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- Paste response to question here: All of our students who are LEP/ELL entitled are administered the New York State English as Second Language Achievement Test (NYSESLAT). The NYSESLAT will be administered by the ESL teacher annually in the spring, during the months of April-May. Students are assessed in the four modalities (Listening, Speaking, Reading and Writing) in order to measure students' progress in developing English language proficiency. The NYSESLAT is the only assessment which can determine if the students are eligible to continue receiving LEP/ELL services.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)
- This is our first year with Kindergarten students and therefore there is no past data on Parent Survey and Parent Program Selection forms.

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])?

We have two general education classes, one of which is a self-contained ELLs class and an ICT class. Instruction is delivered using push-in services and self-containment. Students are engaged in learning using homogeneous and heterogeneous grouping. One block a day students travel together to receive targeted literacy instruction.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The kindergarten classroom teacher provides the students with the ESL services throughout the day imbedded in her daily instruction. She also sets aside a period a day when all the ELLs travel to her for targeted instruction.
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 classroom instruction regardless of content area is delivered in English. Teachers use realia, picture support, extensive modeling, exemplars, and scaffolding throughout their instruction. Language/vocabulary objectives are set for lessons. Students are challenged to ask and answer questions that are text based using the Cognitive Rigor Matrix. Students engage in a great deal of cooperative learning activities to allow students to partake in meaningful conversations with their peers as well as the teacher. Lessons are aligned to the common core standards and differentiated as needed using UDL. Our curriculum consist of Core Knowledge and Lucy Caulkins Units of Study (ELA), Go Math and FOSS (Science).
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

N/A new school as of September 2013 with only pre-K and K
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

N/A new school as of September 2013 with only pre-K and K
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).

N/A new school as of September 2013 with only pre-K and K
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers use the materials and resources provide by their curriculum programs which are grade appropriate. They also use Imagine Learning, RAZ-kids, Go Math student links to support student learning.
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?

We use flexible programing allowing our ELL-SWDs to receive their needed services/instruction to reach their IEP goals.

Courses Taught in Languages Other than English 

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

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

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

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

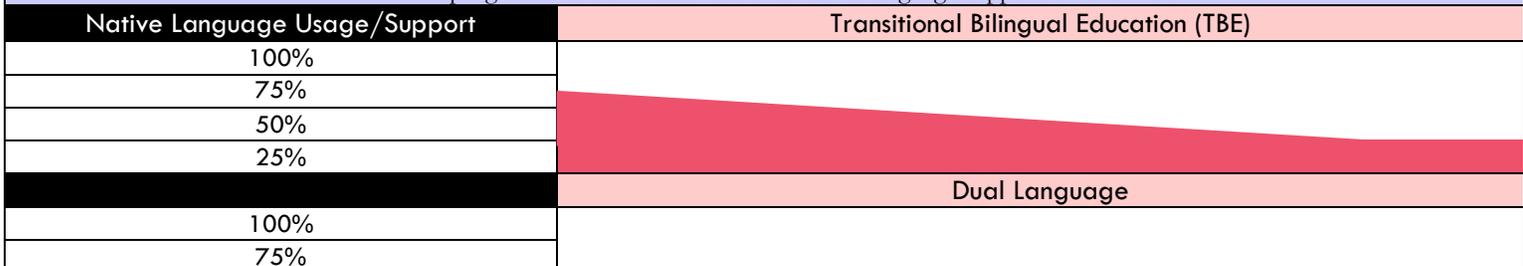
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
 Intervention services include differentiating instruction based on various entry level needs, targeted small group instruction using Foundations and Imagine Learning.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
 Effectiveness can not be measured at this time.
11. What new programs or improvements will be considered for the upcoming school year?
 N/A new school as of September 2013 with only pre-K and K
12. What programs/services for ELLs will be discontinued and why?
 N/A new school as of September 2013 with only pre-K and K
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 ELLs are part of our after school program, Neighborhood Initiatives development Corporation which provides homework help and ELA and Math support through activities that are aligned with our curriculum.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
 ELLs have access to laptops and desktops in every classroom. They use Image Learning and RAZ-Kids.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
 N/A
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
 N/A
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.
 N/A new school as of September 2013 with only pre-K and K
18. What language electives are offered to ELLs?
 N/A
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)?

N/A

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.

Our ELLs teacher receives professional development in the implementation of common core aligned lessons, analyzing student work/data to modify instruction and provided appropriate and meaning scaffolds. Teacher's have also received curriculum based professional development.

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?

As a new school for the past 2 1/2 months we have provided our parents with translations for all newsletters, flyers and letters. We have also translated all events, workshops and meetings.

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