



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001): 10X363

School Name: ACADEMY FOR PERSONAL LEADERSHIP & EXCELLENCE

Principal: ANGELO LEDDA

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Academy for Personal Leadership and Excellence School Number (DBN): 10X363
School Level: Middle School Grades Served: 6-8
School Address: 120E. 184th Street Bronx NY 10468
Phone Number: 7182203139 Fax: 7182206018
School Contact Person: Angelo Ledda Email Address: aledda@schools.nyc.gov
Principal: Angelo Ledda
UFT Chapter Leader: James McFadden
Parents' Association President: Joclin Ulerio
School Leadership Team Chairperson: Kevyn Jackman
Student Representative(s): _____

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza, Bronx NY 10468
Superintendent's Email Address: MMashel@schools.nyc.gov
Phone Number: 7187415852 Fax: 7187417098

Cluster and Network Information

Cluster Number: 1 Cluster Leader: NA
Network Number: 109 Network Leader: Maria Quail

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. 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*.
2. 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.**
3. 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)
Angelo Ledda	*Principal or Designee	
James McFadden	*UFT Chapter Leader or Designee	
Joclin Ulerio	*PA/PTA President or Designated Co-President	
Rosa Pichardo	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Terri Steinberg	Member/UFT	
Kevyn Jackman	Member/ UFT	
Carmen Ramirez	Member/UFT	
Ramon Alvarez	Member/ UFT	
Lynette Weston	Member/ Parent	
Maria Garcia	Member/Parent	
Elmecca Duncan	Member/ Parent	
Maria Liranzo	Member/ Parent	
Toni Rodriguez	Member/ Parent	
Ana Valdes	Member/Parent	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

As a focus school in year three, we feel we have come a long way with our work with ELL's and SWD's. As per the new Middle School Quality Snapshot, MS 363 is doing well when closing of the achievement gap for both ELL's and SWD's in English Language Arts.

By using the DRP diagnostic tool, we were able to target our instruction in literacy and focus on reading comprehension. Our PBIS program was a success and has developed school wide. All students and staff have bought into the school wide matrix of behaviors and the incentive, "caught you cash" allows for positive reinforcement.

By using the class at a glance organizer, we were able to look at student data as a whole and identify individual student strengths and weaknesses.

Our strengths focus on our culture, tone and understanding of educating the whole child, academically, physically, emotionally and socially. Our feedback from our DTSDE from 12/13 and the feedback from the PPO 13/14 is as follows:

- The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.
- Principal has established a school environment that is safe, conducive to learning. The school's overall tone was positive, respectful promoting student personal behaviors that support student learning. During walks through corridors at class transition times, students walked in an orderly manner, chatting with each other respectfully and reaching their class on time. Conversations with students suggested they are fully aware of the PBIS expectations; respect, responsibility, teamwork and leadership.

As a school, we have seen progress in closing the achievement gap with our ELL, SWD and lowest third populations as measured by and evident in the NYCDOE new Middle School Quality Snapshot.

Our SCEP was created in conjunction with the Instructional Support Team and the School Leadership Team. All community stakeholders were involved in the process of planning out structural practices that will improve student performance though more parent involvement, social and emotional health, high quality instruction and effective leadership.

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

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

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



10X363 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	413	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	24	# SETSS	3	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	8	# Music	8	# Drama
# Foreign Language	5	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	94.0%	% Attendance Rate		91.3%
% Free Lunch	93.5%	% Reduced Lunch		3.3%
% Limited English Proficient	36.1%	% Students with Disabilities		21.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		15.8%
% Hispanic or Latino	79.2%	% Asian or Native Hawaiian/Pacific Islander		3.0%
% White	1.3%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	4.5%	% Teaching Out of Certification (2013-14)		18.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		7.45
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.3%	Mathematics Performance at levels 3 & 4		2.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		10.7%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		16.2%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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School Configuration (2014-15)				
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# Special Classes	24	# SETSS	3	# Integrated Collaborative Teaching
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# Visual Arts	8	# Music	8	# Drama
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School Composition (2013-14)				
% Title I Population	94.0%	% Attendance Rate		91.3%
% Free Lunch	93.5%	% Reduced Lunch		3.3%
% Limited English Proficient	36.1%	% Students with Disabilities		21.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		15.8%
% Hispanic or Latino	79.2%	% Asian or Native Hawaiian/Pacific Islander		3.0%
% White	1.3%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	4.5%	% Teaching Out of Certification (2013-14)		18.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		7.45
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.3%	Mathematics Performance at levels 3 & 4		2.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		10.7%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		16.2%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:	
1.	For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2.	For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

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

Part 1b. Needs/Areas for Improvement:	
1.	Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> eveloping and <u>I</u> neffective.
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We felt the school rated at all effective based on data from our prior years Quality Review and DTSDE.
 3.2: We have aligned all of our curricula in all core subjects to meet Common Core instructional shifts
 3.3: All units and lessons are designed with CCLS higher order thinking questions and activities.
 3.4: We have created weekly grade and content teams to ensure teacher collaboration that focus on adjusting the curricula to meet students’ needs and include opportunities to infuse the arts and technology for students.
 3.5: We have adapted a system spearheaded by the research of LeAnn Nickelson that coordinates formative assessment, check and change program, classroom teachers will utilize anchor CCLS and daily performance data based on the standards and the child

Part 2 – Annual Goal

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

By May 2015, the school will implement a formative assessment process in all classrooms with teachers using a daily assessment target tool, “cruising clipboard”, which will be standards based and allow for daily modification and grouping in lesson planning which will result in a 10% increase in midline and end line assessments in ELA and Math, student performance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Create the APLE tracker form which will monitor the use of the following information during lessons:</p> <ul style="list-style-type: none"> • Common core aligned • Critical thinking skills • Learning targets • Formative assessment protocols • Other questions and observations 	<p>All Classes</p>	<p>12/1/14 To 6/26/15</p>	<p>Administrators Data Coordinator Content Leaders Teachers</p>
<p>By implementing a formative assessment, check and change program, classroom teachers will utilize anchor CCLS and daily performance data based on the standards and the child. To ensure consistency, APLE has partnered with LeAnn Nickelson who has already facilitated 9 days of PD and will be returning for 6 more before April 2015</p>	<p>All Students</p>	<p>Beginning Summer 2014 Ending 6/26/14</p>	<p>Administrators Data Coordinator Content Leaders Teachers LeAnn Nickelson</p>
<p>In conjunction with the APLE Tracker form we will analyze student data during weekly content and grade meetings. Through this data analysis, adjustments will be made to the curricula that will address the needs of all students including those with disabilities, English language learners, and other high-need student subgroups.</p>	<p>All Students</p>	<p>11/03/14 Ending 6/26/14</p>	<p>Administrators Data coordinator Content leaders Teachers</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Google form drive for APLE tracker form • Scheduled weekly grade meetings and content meetings • Professional development sessions with LeAnn Nickelsen

Part 5 – Budget and Resource Alignment

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>												
	<p>Tax Levy</p>		<p>Title I Basic</p>		<p>Title I 1003(a)</p>		<p>Title IIA</p>		<p>Title III</p>	<p>X</p>	<p>P/F Set-aside</p>	<p>Grants</p>
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>												
<ul style="list-style-type: none"> • Set aside funding for Leann Nickelson • Per Session and training rate for staff to attend PD’s 												

Part 6 – Progress Monitoring

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

- November 1, 2014 all staff will be trained using the formative assessment process
- Baseline and Midline assessment correlation and progress towards the 10% overall goal reviewed in February 2015.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Strengths:

1. School cultivates partnerships and community.
2. Social and Emotional Health of all students is front and foremost.
3. All constituents articulate the culture and the vision.
4. Pupil Personnel Team supports all four phases of each child.

Part 2 – Annual Goal

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

By June 2015, the PBIS program will be sustained and continue to grow by implementing PBIS and Pupil Personnel Teams in each grade house meeting which will result in a 10% decrease in online OORS reports and a reduction of initial referrals to the special education department as measured by the OORS databased and SESIS.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start</i>	Key Personnel <i>Who is responsible for implementing</i>
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<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<i>targeted?</i>	<i>and end date?</i>	<i>and overseeing the activity/strategy?</i>
10 – 15 minute portion of each grade level meeting will be dedicated to PPT.	At risk student identified by teachers and administrators	11-2014 – 06-2015	Grade Level Supervisors
Each teacher will mentor at least 1 student.	At risk student identified by administrators using academic data, and behavior referrals.	10-2014 – 06-2015	Grade Level Supervisors
Respect for All will be fully implemented.	All students	10-2014-06-2015	Principal Social Worker Dean
PBIS with the support of WEDIKO and ENACT will work to improve over respect, responsibility, and leadership across all grades All students	All students	09-2014-06-2015	Principal and PBIS Leadership Team
S.I.T. team will review student I.E.P.s to ensure all services are being meet to support the social emotional development.	Special Education Students	09-2014-06-2015	Principal

Part 4 – Resources Needed

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

- Relationships with WEDIKO, ENACT and Inwood House
- After School programs
- Saturday Academy

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

1.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
2.	Specify a timeframe for mid-point progress monitoring activities.			
	<ul style="list-style-type: none"> • 10% reduction in discipline referrals by June 26, 2015. • 10% reduction in social emotional referrals by March 1, 2015. • 15% grade increase of mentored students. 			
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

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

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

Part 1b. Needs/Areas for Improvement:

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

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

4.2 Priority Needs—

- Instructional practices and strategies around unit and daily plans to meet student goals and promote engagement and inquiry

Based on the 2013-2014 Priority and Focus School Recommendations for 10X363 in the area of curriculum development and support, it was recommended that the school “ensure teachers monitor and adjust curricula so all students are engaged in high order thinking skills”.

It was also recommended in the 2013-2014 Principal Performance review feedback for QR indicator 1.1 that the school “further develop” the school’s curriculum to include engaging rigorous tasks that elevate student thinking.”

Taking this feedback into consideration we analyzed Advance teacher observation data for the eight selected Danielson components. Through this analysis, we found that in the area of 3b: using questioning and discussion techniques, teachers averaged 2.14 out of 4 in effective practice, making this a high area of concern and a priority focus for the 2014-2015 school year.

4.4 Priority Needs—

- Responsive to students’ varied experiences tailored to the strengths and needs of all students, leading to high levels of engagement and inquiry

Based on the 2013-2014 Priority and Focus School Recommendations for 10X363 in the area of teacher practices and decisions, it was recommended that the school “develop and implement protocols and provide professional development to ensure teachers give frequent feedback to students that is based on timely data and provides students

with clear next steps for improvement.”

It was also recommended in the 2013-2014 Principal Performance review feedback for QR indicator 1.2 that the school “strengthens teacher practice so teachers consistently provide multiple entry points into lessons taught, steep students in discussions about their work and engage students in high level work products that meet the needs of the diverse groups of learners school wide”.

Taking this feedback into consideration we analyzed Advance teacher observation data for the eight selected Danielson components. Through this analysis, we found that in the area of 3d: using assessment in instruction, teachers averaged 2.26 out of 4 in effective practice making this a high area of concern and a priority focus for the 2014-2015 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 – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By May of 2015, pedagogical practices will be supported and measured via the advance system protocol and the six formative assessment protocols in the APLE walkthrough form on a bi-weekly basis for all teachers thus resulting in 80% of teachers will be effective in Danielson 3D as measured by Advance .

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 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>
<ul style="list-style-type: none"> (1) Daily formative assessments as evidenced by daily lesson plans and the APLE Walkthrough Form (cruising clipboard, entrance/exit tickets, checks for understanding, short term and long term response to checks for understanding, student feedback and student self-assessment) 	All Teachers	October 2014-May 2015 on a bi-weekly basis	Grade Level Assistant Principals and Lead Teachers
(2) 100 Minutes In-House Professional Development facilitated by staff members for capacity building (differentiation and grouping, data and assessment, the co-teaching model, inquiry, and interdisciplinary planning)	All teachers and paraprofessionals	Mondays from 3:00-3:55 Tuesdays from 3:00-3:50 (October-June)	Administration will oversee logistics of PDs. The MOSL committee will select the focus for each month, and staff members will facilitate sessions.
(3) “Bringing the Common Core to Life” Professional Development with LeeAnn Nickelsen (key teachings: fostering an engaging climate, developing formative assessments, differentiating instruction, creating daily learning targets and	Content area teachers	Aug. 27-29, Oct. 15-17, Nov. 13-15, Jan. 12-14,	LeeAnn Nickelsen, researcher and consultant (provides PD and

learning goals, student self- assessment, teaching with poverty in mind, close reading and questioning)		Feb. and March three sessions each	meets with administration to continually assess the needs of the staff)
4) Content Meetings and Grade Level Meetings (content unit planning, student work analysis, item analysis, collaborative lesson planning, sharing resources, and viewing exemplar videos of teaching practice)	Department heads and staff members	Once per week each for content and grade level teams	Grade meetings are facilitated by administration, content meetings are facilitated by department heads
(5) Code X Curriculum, CMP and Engage New York content, instructional routines, and critical thinking questions aligned to the Common Core State Standards.	Content teams	September-June	Content area teachers implement the curricula while administration oversees implementation and consistency

Part 4 – Resources Needed

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

- Funding for Content Team to meet
- Common Core Curriculum
- Funding for Leann Nickelson

Part 5 – Budget and Resource Alignment

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

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

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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.
- By May 1, 2015 all teachers will be rated effective in Danielson Domain 3D as measured by the Advance Rating System.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

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

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

Part 1b. Needs/Areas for Improvement:

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

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

Academy for Personal Leadership has a strong grasp on the mission/vision and structure needed to ensure capacity and student achievement. Schools strength below:

- Principal has established a school environment that is safe and conducive to learning. The school’s overall tone was positive, respectful promoting student personal behaviors that support student learning. During walks through corridors at class transition times, students walked in an orderly manner, chatting with each other respectfully and reaching their class on time. Conversations with students suggested they are fully aware of the PBIS expectations; respect, responsibility, teamwork and leadership.
- Principal has clearly articulated his expectations to staff and students. Following Danielson’s Framework descriptors for planning and preparation, teachers plan lessons using a version of Understanding by Design. Principal implemented Skedula, an electronic system for teachers, students and parents to track student progress. Newsletters inform parents of school updates and daily ten minute meetings with faculty keep them informed of expectations.
- The school has developed relationships with Wediko, ENACT and Inwood House to offer drama therapy, one on one at risk counseling and after school services every day from 3:00pm-6:00pm.

Part 2 – Annual Goal

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

Strategic partnerships with community organizations to serve all students including our high need students will be strengthened through an after school and Saturday program, which will result in a 15% increase in student progress as measured by the DRP’s administered in November 2014, January 2014 and May 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Creation of an observation schedule to ensure that all 155 observations are completed by March 31, 2015.	All classroom teachers	9/4/2014-3/31/2015	Mr. Ledda-Principal Mr. Lopez and Ms. Falberg- Assistant Principals
By using the 8 Danielson Components that classroom teachers will be evaluated on, MS 363 will create an inter-visitation program.	All classroom teachers	9/4/2014-6/26/2015	All Classroom Teachers
Offer an Academic Intervention Program to our lowest third population, ELL and SWD’s, focusing on reading comprehension as per the data from the Item Skills Analysis from the 2014 exams.	ELL, SWD and Lowest Third Students	9/4/2014-6/26/2015	AIS providers, ELL Lead Teacher, NEST Coach and Special Education Support Staff
Creation and implementation of an active SLT and School Wellness Council to foster community partnerships.	All stakeholders	9/4/2014-6/26/2015	Principal SLT chair SWC

Part 4 – Resources Needed

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

Lightsail Program on 120 classroom Ipads
 AIS periods built into the schedule of AIS teachers
 Training for staff on effective co-teaching
 Training for staff on formative assessment process

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

November DRP results will be the baseline with the use of MyOn, which tracks the student data, to be utilized in February 2015 by using the MyOn DRP tracker.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

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

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

Part 1b. Needs/Areas for Improvement:

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

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

Part 1b. Needs/Areas for Improvement:

- The Academy for Personal Leadership and Excellence is a community that actively engages whole families, creating an atmosphere that promotes well-being, comradery, and ownership that translates into holistic student success. This would not be possible if not for the collaboration of parents, students and staff in forums such as the School Leadership Team, and several Parent Association events throughout the school year, as well as our ASD-NEST team, community-based organizations, and Health center. Each summer the school staff is committed to performing outreach to the families of our incoming sixth-graders to introduce them to the school culture. The Parent Association is an active organization with an executive board that provides resources for the family in their native languages and has an on-sight Parent Coordinator. Our PBIS team, P.R.I.M.E. Leaders and ENACT team build positive interactions among student peers and family members, and encourage academic success through role-playing, after-school homework assistance, and varied after-school and week-end programs. Morris Heights, our in-school clinic, provides support groups for the family and resources to address any health or socio-emotional needs. Our school has become very efficient at sharing student academic progress with their parents through web-based academic tracking via ‘Skedula’.
- Increased parent participation is a great need in our school. More resources are also needed for our non-English speaking families such as educational workshops for the English Language, navigating city agencies [such as the DMV, Housing, and SNAP], effective parenting and homework help.

Part 2 – Annual Goal

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

By June 2015, the school will implement monthly family focused events so that all parents of a student at MS 363 will have access and a working knowledge of SKEDULA to support student learning and home school partnerships which will result in 75% usage reflected in Datacation family reports .

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
To facilitate the increase of monthly family school events, we intend to determine parent interest through collaborating with the Parent Coordinator, the School Leadership Team, and PBIS. Parents will take surveys created by the School Leadership Team to ascertain specific parent needs. This open communication will engender trust and a sense of belonging when the school provides activities and events that are a result of parent intent and as a result, model positive and engaging family interactions	Student families.	September 2014-June 2015	School Administrative Team, Parents Association, PBIS and School Leadership Team.
Increase parent enrollment in Skedula with ongoing opportunities throughout the school year for parents to enroll. These opportunities will occur during each parent -teacher night, and during the scheduled monthly family events mentioned above.	Parents and guardians of the school's students.	September 2014-June 2015	School Administrative Team, Parents Association, PBIS and School Leadership Team.

Part 4 – Resources Needed

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

- Time to plan events will occur bi-monthly during School leadership Team meetings.
- Funds to provide refreshments and raffle prizes.
- Coordination of space to host family events [classrooms, auditorium, library, or gymnasiums].

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

By February 14, 2015 we expect that:

Our school will have hosted four family events at the school and that the parent Skedula enrollment would be at 70% enrollment.

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

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

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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)	Scale Score of 250 or below	LightSail MyOn	Small group Push in	During Day After School
Mathematics	Scale Score of 250 or below	Big Brainz	Small group Push In	During Day After School
Science	Failing first marking period core course	After school program meeting 3 days per week for 2 hours each day	Small group	After school
Social Studies	Failing first marking period core course	After school program meeting 3 days per week for 2 hours each day	Small group	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	As per IEP or at risk students determined by PPT	Creation of groups based on needs, i.e. boys group, girls group, depression group, emotional stress groups	One on one or group	During the day Morning After school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

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

2a. Highly Qualified Teachers (HQT)

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

NYC Open Market
 NYC Hiring Fair
 NYC Teaching Fellows Classroom Partnership Program
 NYU NEST Student Teaching
 100 minutes of weekly PD
 15 6 hour PD sessions with LeAnn Nickelson

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).

1. 100 Minutes In-House Professional Development facilitated by staff members for capacity building (differentiation and grouping, data and assessment, the co-teaching model, inquiry, and interdisciplinary planning)
2. “Bringing the Common Core to Life” Professional Development with LeeAnn Nickelsen (key teachings: fostering an engaging climate, developing formative assessments, differentiating instruction, creating daily learning targets and learning goals, student self- assessment, teaching with poverty in mind, close reading and questioning)
3. Content Meetings and Grade Level Meetings (content unit planning, student work analysis, item analysis, collaborative lesson planning, sharing resources, and viewing exemplar videos of teaching practice)

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

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).

NA

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.).

NA

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.

The professional development focus at MS 363 began with data from informal and formal observations along with the item skills analysis form the NYS ELA and Math Exam administered in 2014. Based on this data it was decided by the Instructional Support Team that formative assessment was needed to inform planning, drive instruction and check and change. Teachers utilize a “cruising clipboard” to collect student data daily which then informs student grouping and instruction for future lessons.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$90389.00	X	10
Title II, Part A	Federal			
Title III, Part A	Federal			

Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **MS 363** 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. **MS 363** will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

MS 363, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 10	Borough Bronx	School Number 363
School Name Acad. for Persnl Leadership & Excellence		

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 Angelo Ledda	Assistant Principal Maria Diaz
Coach Abby Falberg	Coach type here
ESL Teacher Taylor Strack	Guidance Counselor type here
Teacher/Subject Area Dominga Lopez/ESL & NLA	Parent type here
Teacher/Subject Area type here	Parent Coordinator Tamara Rosado
Related Service Provider Yvette Ramos/Speech	Other Matthew Lubera, Math Lead
Network Leader(Only if working with the LAP team) type here	Other Kevyn Jackman, UFT

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	399	Total number of ELLs	139	ELLs as share of total student population (%)	34.84%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	139	Newcomers (ELLs receiving service 0-3 years)	75	ELL Students with Disabilities	17
SIFE	22	ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	47

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	52	13	1	0			1			53
Dual Language	0			0			0			0
ESL	26	4	2	29	4	4	34		7	89

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	78	17	3	29	4	4	35	0	7	142
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							16	18	18					52
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	16	18	18	0	0	0	0	52

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							37	30	23					90
Chinese														0
Russian														0
Bengali							1							1
Urdu														0
Arabic								1	2					3
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							3		2					5
TOTAL	0	0	0	0	0	0	42	31	27	0	0	0	0	100

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							12	19	10					41
Intermediate(I)							5	7	14					26
Advanced (A)							29	22	15					66
Total	0	0	0	0	0	0	46	48	39	0	0	0	0	133

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	38	2	2	1	43
7	29	6			35
8	29	6			35
NYSAA Bilingual (SWD)				1	1

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	40		7						47
7	26	11	4						41
8	21	16	2	1					40
NYSAA Bilingual (SWD)							1		1

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	15	10	27	13	11	3	2		81

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	0	0		
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	0	0		
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA	1		1	
NYSAA Mathematics	1		1	
NYSAA Social Studies	1		1	
NYSAA Science	1		1	

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.
To assess early literacy skills of our ELL students in ELA, this Academic Year 2013-2014, we used the pre-assessment of Scholastic's Code-X and at the end of the year we will be using its post-assessment.

We also used school created baseline assessments to get an idea of where the students are starting and this was scored against a school created, school-wide rubric. The assessment showed that only 19 ELLs were above the 50th percentile in Multiple Choice and only 9 scored above the 50th percentile in the short response section.

We also provided all of the students with the DRPs (Degrees of Reading Power) Core Comprehension, which was an assessment program we purchased for the entire school, and just recently got the results which showed the following; class 604 (6th grade self-contained ESL class) out of 32 students tested, 2 were above level, 1 was on grade level and 29 students were below level; class 601 (6th/7th TBE Bridge class) which consists of 15 6th graders and 12 7th graders were all below level; class 701 (7th/8th TBE Bridge class) which consists of seven 7th grade students and 20 8th grade students all were below grade level; class 704 (7th grade self-contained ESL class) which consists of 26 students only 1 student was on grade level while the other 25 were all below grade level ; and finally, class 804 (8th grade self-contained ESL class) has 27 students and 1 student was on grade level while the remaining 26 were below level.

What this preliminary data shows is that are ELLs are performing significantly below level and hence the reason why they continuously score Level 1 on the ELA. What the data has shown us is that we have to have a push in an increase on the types and qualities of scaffolding and differentiation we are providing to make language accessible to our ELL students. It is one of the reasons why we have taken another look at our curriculum, which was created by a diverse group of pedagogues over the summer, and are now requiring the incorporation of language objectives into every content area and class regardless if it is an ELL , SWD or General Education classroom. During content planning meetings we are looking at further materials or programs to enhance reading skills and have just implemented Lightsail reading program for all students. Are ELL trends can be seen school wide and hence our heavy focus this year on implementing reading and writing in all classrooms whether it is music, art or physical educaion all students must be doing reading and writing and some form of mathematics. Thereby making instruction at MS 363 truly cross-curricular.

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

In regards to newcomers, we have noticed that those new comers who come from Spanish speaking countries, in our case 99% from the Dominican Republic, tend to come with little or no prior exposure to the English language; therefore, scoring at the beginning level of the LAB-R. Whereas those students who have come from Africa, Bangladesh and Puerto Rico have either scored at the high beginning/low intermediate level in the LAB-R and seem to have some if minor previous exposure to the English language in their native country. In grade 7, all of the Beginning students are in the TBE program whereas the Intermediate and Advanced students are primarily students from our Free- standing ESL classes or are ELL-SWDs. In 8th grade the NYSESLAT results are similar to the 7th grade results. With the exception of 5 students in the TBE program who are on the intermediate level. What this shows is that our free-standing self-contained ESL class and our pull-out ESL class are having better results moving our students in langugae proficiency as per the NYSESLAT.

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](#))

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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?

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

Paste response to question here:

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

Over the summer we had a diverse team of pedagogues revising our school curriculum not only to ensure alignment with CCLS but we saw the importance of providing language objectives aligned to specific content objectives throughout the curriculum regardless of content area. In grouping decisions we always try to keep in mind the Zone of Proximal Development and create groupings that are heterogeneous and allow for peer-tutoring opportunities.

We ask all teachers regardless of the population of students they teach to continuously assess in all four language modalities since we are realizing through our ELA data that all of our students as a whole are under performing in the ELA and other ELA assessments. This is accomplished utilizing ESL strategies such as: modeling, bridging, contextualizing, schema building, text re-presentation, and metacognitive development. Content terms, in Math, Science, and Social Studies are developed in English and their meaning clarified in the students' native language. Students are provided with opportunities to use concept language in Math, Science and Social Studies, and to discuss in their own words in both the Native Language and English to make the necessary connections and hence be able to use prior knowledge in the L1 to assist them in acquiring the L2.

In the entire school instruction is delivered using a Team Teaching approach and in the self-contained ESL classes this is done with both an ESL teacher and a General Education teacher, who provides support for differentiation during instruction in the content areas. The students in the self-contained ESL program, as well as all the students in our school, receive instruction through curriculum which is aligned to the CCLS and which was differentiated to meet the needs of the students.

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

At the beginning of the school year the administration team looks at all of the ELL data available from local and state measures and using an Excel spreadsheet similar to the AMAO Tool, but more user friendly, and chart trends between classes, grades and programs. We then use these charts and the trends they show to discuss curricular or pedagogical adaptations or changes. For example, this year we noticed that the students who participated in an after-school ELL program, whether it was Title III Session 1 for Reading Comprehension, Title III Session 2 NYSESLAT preparation, Immigrant Funds or the SIFE grant program showed gains in either their overall NYSESLAT scores or went up in a specific modality.

After reviewing the NYSESLAT we noticed the following trends: in regards to newcomers, we have noticed that those new comers who have come from Spanish speaking countries, in our case 99% from the Dominican Republic, tend to come with little or no prior exposure to the English language; therefore, scoring at the beginning level of the LAB-R. Whereas those students who have come from Africa, Bangladesh and Puerto Rico have either scored at the high beginning/low intermediate level in the LAB-R and seem to have some if minor previous exposure to the English language in their native country. In grade 7, all of the Beginning students are in the TBE program whereas the Intermediate and Advanced students are primarily students from our Free-standing ESL classes or are ELL-SWDs. In 8th grade the NYSESLAT results are similar to the 7th grade results. With the exception of 5 students in the TBE program who are on the intermediate level. What this shows is that our free-standing self-contained ESL class and our pull-out ESL class are having better results moving our students in language proficiency as per the NYSESLAT.

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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](#).)
If a potential ELL student arrives for registration the Pupil Accounting Secretary contacts the Assistant Principal in charge of ELLs, Maria Díaz, who besides being a former Bilingual teacher was also an English Language Learner Instructional Support Specialist for the former Region One and is highly qualified in the identification and placement process of ELLs. Ms. Díaz provides the HLIS to the parent and immediately conducts an informal interview with the student, in both the native language (if it's Spanish) and target language (English) to determine the child's LAB eligibility. If the child and/or parent's native language is a low-incidence language information is provided in the native language either through materials provided by OELL or by use of "Google Translate." After the informal interview with the student, another interview is conducted to determine possible SIFE (Student with Interrupted Formal Education) status. Once Lab eligibility and/or SIFE status is determined, the parent is escorted to another location where he/she will view the NYCDOE OELL Parent Orientation Video in his/her native language. If the video is unavailable in the parent's native language all is done to provide interpretation/translation services to the family. Ms. Díaz remains available throughout the viewing of the video to provide further clarification of the three instructional program choices available in the NYCDOE for an ELL student. The parent is also apprised of his/her rights and responsibilities as the parent of a student enrolled in a New York City public school. The parent(s) is also informed of the implication of testing in regards to their child's ELL status and the LAB-R and NYSESLAT are explained to the parent. While the parent(s) is watching the Orientation Video all possibilities are made to have the student tested immediately with the LAB-R by Mr. Lefebvre or Ms. Strack, two of our licensed ESL teachers who have been thoroughly trained to administer and score the assessment. The LAB-R is immediately scored and the data is analyzed to confirm ELL eligibility. If the student is a native Spanish speaker the LAB in Spanish is also given to the student. If we are unable at that time to administer the LAB-R, it is given to the student on the first day of attendance or within the ten (10) day window that is mandated. If the test is administered and scored that same day, we inform the parent of the results of the test and immediately ask the parent to complete the Parent Choice Form and choose one of the three ELL programs available in order of preference. Even if the test is going to be given another day, we have the parent fill out their preference in order to immediately place the child in the program of his/her parent's choice once the test is administered, scored and eligibility determined. Once the LAB-R is administered, the parent choice noted and proper placement is made the Assistant Principal in charge of ELLs, Ms. Díaz, fills out the ELPC screen on ATS to note parent choice, student eligibility and student placement.
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.
During initial enrollment, the parent is shown the NYCDOE OELL Parent Orientation Video in his/her native language, if available on the computer. After the viewing of the video Ms. Díaz, the school's Assistant Principal in charge of ELLs who is highly qualified in the identification and placement process of ELLs due to her former position as an ELL Instructional Support Specialist and her role as a licensed Bilingual teacher, has an answer and questions session with the parent and clarifies any misunderstanding or questions the parent may have in regards to the three programs. She makes sure the parent is fully aware of the differences between the three programs in order to ensure the parent is able to make an educated decision in regards to the program that is best suited for his/her child. After it has been established that the parent is fully aware of the three programmatic choices available for his/her

child as an ELL, the parent is asked to fill out both the Parent Survey and the Program Selection Form. The parent is informed of the importance of making a clearly educated decision in regards to the program selection due to the importance of continuity in a program in order to have optimal success in language acquisition. This process is done immediately to ensure that all proper documentation is on file in lieu of sending the paperwork home and risking that they are not returned or filled out improperly. By doing the process immediately it ensures that a knowledgeable person is present to answer questions or clarify confusion and doubts while the parent completes the paperwork.

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

In regards to the Parent Selection, Program Selection and Initial Entitlement Letters are returned, these two are completed upon initial enrollment after the parent has watched the Parent Orientation Video. They are completed upon initial enrollment to ensure that there is a qualified pedagogue available to answer any and all questions regarding the three programmatic choices available for ELLs. This ensures the parent makes a well-informed decision when choosing a program and it also ensures that the paperwork does not leave the building and therefore immediately placed in the child's cumulative records. Filing this paperwork with the student's cumulative records not only ensure proper filing and security, but it also ensures that if a student leaves our school and is discharged all documentation is sent to the receiving school and the student's service can be continued. Since all attempts are made to administer and hand-score the LAB-R upon enrollment we are able to immediately give the parent the entitlement letter during the enrollment process. Continuance of entitlement letters are given to the children to take home and return to the school while another is mailed home to ensure the parents receives the letter and is aware of their child's continuing status as an ELL. If a continuance letter is not returned, we make sure that during Parent Orientation Night one is give to the parent. The same protocol is followed for students who have tested out as per their NYSESLAT score and are no longer considered an ELL their letter is also sent home. In the two latter instances parents are encouraged to call the school and speak with the Assistant Principal in charge of ELLs if any clarification is needed. For the initial enrollment process the Assistant Principal makes herself available at that moment of enrollment and during the viewing of the video to the parents for any assistance or clarification.

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.

Students must first be identified as an ELL, prior to placement in a bilingual or ESL class. Their identification is first considered by the parents' responses in the HLIS and initial informal interview and later confirmed by the results of the LAB-R. The final placement in an actual class, whether bilingual or ESL, is determined by parental choice that is made on the Parent Choice Survey. The descriptions of the three programmatic choices are made available to and discussed with the parents during enrollment and reinforced with the Parent Orientation Video provided by OELL and the discussion with the Assistant Principal of ELLs; therefore, when the parents make their choice it is an informed one. After the student is placed a placement letter is sent home, in the parents' native language, to confirm and inform of placement in either a bilingual or ESL class. The parents are encouraged to attend the school open house to meet with the teachers and are also encouraged to keep in communication with either the parent coordinator, pupil accounting secretary or Assistant Principal of ELLs if any further questions or concerns arise after placement.

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.

In order to administer the NYSESLAT speaking as a former ELL ISS and trainer of administering the NYSESLAT, this past AY 2012-2013, our Assistant Principal trained 2 ESL teachers, the ELA Coach and an ELA teacher on the administration of the speaking portion of the NYSESLAT, they then did a couple of administrations all together to assure quality control and that all members of the team understood the rubric and were on the same page. After about four (4) trials, we then divided the students up evenly and students were tested in 5 separate locations depending on the person administering the test. Also, to ensure high attendance for general administration we sent letters home in all of the languages of the parents informing them of the test dates and the testing window but emphasized the importance of the students' presence during the general administration dates. Through our Parent Coordinator, she set up the automated call system to call all of the parents of ELLs to inform them of testing dates as well. To administer the Reading, Writing and Listening portions, the testing coordinator, who is also the Assistant Principal in charge of ELLs created a testing plan which encompassed three (3) days for administration. During the administration of each portion, in order to ensure a quiet, safe testing environment the rest of the school was put on a "lock-down" or zero movement to ensure students were able to hear and process especially the Listening portion and prevent distractable noise in the hallways. Since we had almost a month for administration, the Assistant Principal in charge chose make-up days depending on the grade of administration and had the family worker call the parents of the students who were absent and informed the parents of the make-up date and the importance of their child being present for the make-up date for his/her particular grades. The Parent Coordinator also made phone calls to parents through our automated call system. Every attempt was made to contact a parent or guardian of a student who was absent during general administration. These make-up were done in small groups primarily in either the Assistant

Principal's office or the ELA Coach's office which are both located in an area of the school which is a bit isolated and will lend itself to minimal noise. Using all of these sources of outreach to the parents allowed us to have near perfect attendance during administration. Only one student missed the testing window and this was because the student is a truant.

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. 
- After reviewing both the Parent Surveys and the Program Selection Forms for the past three years, it has been noted that every student was placed specifically where their parent has requested. For example in 2011, looking specifically at the new admits into our school and the country, (and keeping in mind that the data shown here is that of students still in our building) we show 11 students with 2011 NYC entry data, these students are all from the Dominican Republic, 2 are SIFE, their parents all requested a Transitional Bilingual Program, after being appropriately informed of the three models offered in New York City, and these students are currently still in the same program as per parent request and keeping with the belief that continuation of the same instructional model is best for the students. In 2012, keeping in mind the aforementioned factors, we show 13 new admits. 12 are from the Dominican Republic and 1 of those is a SIFE student. These parents all picked a TBE model and that was the model in which the students were placed and are currently in those programs. The remaining student came to us from Africa with a Home Language of Afrikaans, and this child once the parent was appropriately oriented, and since this is the only child with this Home Language there is no Afrikaans Transitional Bilingual Program, the parent decided to place the child in our self-contained ESL class and has shown growth in the NYSESLAT. He scored a Beginning in 2012 and in 2013 moved up to Intermediate. In 2013, we had 15 students enter NYC for the first time. 12 of these students were Spanish speaking, 11 from the Dominican Republic and 1 from Puerto Rico. Once again, the Spanish speaking parents all opted for the Transitional Bilingual Program and after the appropriate identification process and testing, these students were placed in our TBE program. From the the remaining 3 students, 2 were from Africa. 1 has a Home Language of French while the other's Home Language is Hausa. The remaining student has a Home Language or Arabic. These 3 students, after appropriate orientation of the parents, the parents opted for our self-contained ESL class. Also, unfortunately since these are low-incidence languages in our building; hence, we do not have the require numbers per CR- Part 154 to open a TBE program in either of these languages. In all cases, parents were also offered the option of a Dual Language program and most of the aforementioned parents who were Spanish speaking put this as a third option while choosing ESL as a second option.

Those students who came to us from other schools were placed in the prior program of enrollment as per the previous school year's BESIS report and the parents were informed that the students will continue in the program they were previously enrolled as is recommended for language acquisition purposes.

Due to the high level of Spanish speaking immigrants in the surrounding area we have, per parent request, been able to maintain a TBE program in Spanish. Although this year, because of the low number of incoming and new admit 6th graders whose parents had either opted for a Bilingual program or were in their previous school had been in a TBE program, we had to create a 6th/7th TBE Bridge Class and the same had to be done in 8th grade where we had to create a 7th/8th TBE Bridge Class. Upon review of the incoming 6th graders data, there were two students who were of concern since both students had consistently scored Advanced on the NYSESLAT and were Long-term placed in a Transitional Bilingual Class in their previous school and upon completion of the first full week of school and teacher created assessments, we discovered that neither of these children had knowledge of the Native Language, Spanish, other than being able to speak the language. They could neither read or write the NL of instruction and upon interviewing the students and parents, it was discovered that these students although per BESIS and their and their parents' knowledge were in a Spanish Transitional Bilingual Program the students received superficial instruction in Spanish. Spanish was primarily used for reinforcement and no explicit NLA instruction was provided. Upon consultation with the parents and their approval, these 2 students were placed in our 6th grade self-contained ESL class.

In the Academic Year 2012-2013 and this current year we have seen an increase in students from varying African countries but the range in languages spoken have been so great and the numbers too low to consider creating a Transitional Bilingual Program and as previously stated these students' parents have always opted for the ESL programmatic model.

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])?

The first of the organizational models in our school are our two (2) bilingual bridge classes - a 6th/7th Transitional Bilingual Bridge Class and a 7th/8th Transitional Bilingual Bridge Class this model had to be used because we did not have many TBE Incoming 6th graders and those we have, keeping true to their previous BESIS and that research shows that students who succeed are those who remain in the same type of instructional programs. We only had a few 6th grade Newcomers from the Dominican Republic and their parents chose to place their child in a TBE class after seeing the video and meeting with the AP in charge of ELLs. Most of these ELLs were also Beginning in the NYSESLAT and were level 1s in both ELA and Math. The 7th graders in that 6th/7th Bridge although not Newcomers they too were Beginners on the NYSESLAT and Level 1s in ELA & Math. It was decided that these students would benefit from a TBE model in 60/40 classroom and the hope is that by January we can slowly, still using support in the NLA move into exposing them slowly to academic language in content. In order to do this successfully the class travels in blocks together as a group. Although at first this class may seem homogeneous upon looking more details of each student's individual data there are varying ranges within the similar level. What was also noted was that many of our incoming 6th graders have been in the country for more years than those 7th graders in that class and in some instances have more grasps of BICS and basic understanding of some Academic Content Language than those 7th graders. With our 7th/8th grade TBE Bridge Class we placed some higher level 7th graders, although still Level 1s in ELA and Math, many of them were High Beginning, and Intermediate in the NYSESLAT and our SIFE children fall in that group; hence, this group tends to be much more heterogeneous and they too travel in blocks but the 8th graders were still allowed to pick electives as all of the other 8th graders in the school and during those elective classes they are exposed to EPs and more models of English language use.

Our second organizational model consists of our three (3) self-contained ESL classes - one in 6th, one in 7th & one in 8th of varying levels in the NYSESLAT, ELA & Math and home languages range from Spanish to Fulani to TWI. Because of the various languages presented in the classes the students are forced to use the one common language they have which is English. The self-contained classes similar to our general education classes all follow a Co-teaching model and 7th and 8th graders travel to different classes independent of their actual self-contained class with the exception of ELA/ESL and Social Studies where they are all placed together with an ESL teacher along with a General Education teacher who provides support and different strategies for those students who are a little more advanced and can be pushed further. Both 7th and 8th graders are allowed to take elective classes as well which allows them to be exposed to EPs but, the 6th graders, like all 6th graders in the building, travel in blocks.

Our third organizational model is a Pull-out ESL program in which most of the students are in Special Education classes and a few are in General Education Classes but are either Resource Room students or receive other types of IEP services. For these students it worked out easier, to provide all required ESL, as per CR- Part 154, to create the groups homogeneously as per their NYSESLAT scores and not necessarily their grade level. Our Pull-out groups contain the majority of our Advanced level students and a few Intermediate students and only 1 beginning level student. We were able to acquire for our Pull-out group grade appropriate, high interest, mid-level books aligned to Code X and the Common Core created by Pearson Longman called Keystone. Therefore even if an Intermediate 8th grader is in a class with Intermediate 7th graders using the 7th grade books the texts are still complex enough and appropriately scaffolded that it will not seem as if the instruction for the student in the higher grade was "dummied down" in any way. These students are, unfortunately, pulled-out of elective or cluster classes such as Art, Technology, French, etc. because we did not want to pull them out of core classes due to high stakes testing.

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)?

In our TBE program NLA instruction is solely taught in the native language which is Spanish by a highly qualified Bilingual teacher. It is taught explicitly in the Native Language, Spanish, and the materials used are of high quality, grade appropriate and aligned with the CCLS. As our instructional periods school wide are only 43 minutes long, in order to incorporate the required ETS time; the students receive NLA 5 times a week for 5 periods for 43 minutes each period in lieu of the 45 minutes. Students receive explicit ELA instruction 5 times a week for 5 periods a week and the same is true for explicit ESL instruction. In order to ensure that the students receive the required amount of ESL instruction, ESL is also taught using strategies from the SIOP model utilizing Social Studies as the content focus and this is provided by a teacher with a Bilingual Extension and therefore is also highly qualified to teach ESL. Of our 41 TBE students 25 are Beginning, 10 are low intermediate and 6 are Advanced; therefore, we follow the model required per CR-Part 154 for Beginning and Intermediate students which require the same amounts of explicit ESL, ELA and NLA minutes. For those 6 students who are Advanced during the ESL period we continue the work prescribed in ELA through differentiated instruction. We also ensure that in our TBE model, regardless of the language of instruction, both a content and language objective are presented and taught.

For our self-contained ESL program, as in the entire school all classes follow a Team Teaching approach and each class has a certified ESL teacher along with a general education teacher as an additional language model and to support in differentiation and the application of RTI. ESL and ELA are also taught the required amount of minutes explicitly and then ESL is also taught implicitly through content area instruction using strategies from the SIOP model and ensuring there are language objectives along with content objectives in all classes.

For our pull-out model, due to our new A-Day & B-Day programmatic approach, depending on the day the group is pulled-out on any given week the students are either pulled out three days a week or two days a week.

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.

In the TBE program most content area instruction is done in the Native Language, which is Spanish. For the students who are at an Intermediate or Advanced level in the TBE class in Mathematics we provide them with the English book as well to expose them to the academic language of Math and for all the classes we purchased supplemental math workbooks which are scaffolded for ELLs and introduces academic language in an easily accessible way and is grade appropriate and CCLS aligned. By mid-year we expect all TBE classes to provide a review or re-cap of the lesson in English to begin to expose students slowly to academic language in the content area in English.

In Social Studies, in the TBE model, we provide Reader's Theatre in English which is aligned to the curriculum to provide some exposure to content and content language in a scaffolded and differentiated way. As far as the actual text books are concerned, the students who are dominant in English are provided with English text books and those dominant in Spanish are provided with Spanish textbooks. Instruction for Social Studies is provided in English with Native Language support, use of visual aides, graphic organizers, dictionary (Spanish/English), peer tutoring with the students grouped for activities with both high and low level students together to assist one another. This is the first year we have decided to provide Social Studies in English because the teacher has a grades 1-6 Childhood Education license with a Bilingual Extension therefore she has the strategies and understanding of language development to make this model successful. She also utilizes ESL strategies to provide support for those students who need the assistance.

For Native Language Arts, in the TBE program, we purchased the Santillana USA programs Yabisi and En Español which is somewhat aligned to Code-X and aligned to the CCLS. In that way, the students are simultaneously learning the same strategies and skills in Spanish as they are in English in order to make connections and build upon knowledge in the Native Language to make the new knowledge in English accessible.

Science is also done in English with Native Language support, in the TBE model, and adjusted as the teacher provides instruction. If she does a mini-lesson and realizes that the students are having difficulties grasping the content in English, she re-states the mini-lesson in Spanish to ensure comprehension. But, activities are differentiated for those students who are either English dominant or Spanish dominant. She provides the students with many hands-on activities which helps contextualize the concepts that may be new in English and as previously stated will provide assistance in the form of clarification in the Native Language.

This program gradually increases English instruction, while steadily decreasing Native Language instruction as students develop English proficiency and literacy skills to eventually participate fully in all English content courses. This is accomplished utilizing ESL strategies such as: modeling, bridging, contextualizing, schema building, text re-presentation, and metacognitive development. Each language is given equal attention when the teacher is planning lessons. Content terms, in Math, Science, and Social Studies are developed in English and their meaning clarified in the students' native language. Students are provided with opportunities to use concept language in Math, Science and Social Studies, and to discuss in their own words in both the Native Language and English. It is also important to note that students are made accessible to first language books in the classroom library. They take part in a buddy system where beginners are paired with intermediates and they are invited to attend after school for further language development.

Transitional Bilingual Program is designed so that students develop conceptual skills in their native language as they learn English. Instructional components are designed to develop skills in the four modalities of listening, speaking, reading and writing. This program gradually increases English instruction, while steadily decreasing Native Language instruction as students develop English proficiency and literacy skills to eventually participate fully in all English content courses. This is accomplished utilizing ESL strategies such as: modeling, bridging, contextualizing, schema building, text re-presentation, and metacognitive development. Each language is given equal attention when the teacher is planning lessons. Content terms, in Math, Science, and Social Studies are developed in English and their meaning clarified in the students' native language. Students are provided with opportunities to use concept language in Math, Science and Social Studies, and to discuss in their own words in both the Native Language and English. It is also important to note that students are made accessible to first language books in the classroom library. They take part in a buddy system where beginners are paired with intermediates and they are invited to attend after school for further language development.

In the self-contained ESL classes all instruction is provided in English using strategies derived from the SIOP model. As in the entire school instruction is delivered using a Team Teaching approach and in the self-contained ESL classes this is done with both an ESL teacher and a General Education teacher, who provides support for differentiation during instruction in the content areas. The students in the self-contained ESL program, as well as all the students in our school receive instruction through curriculum which is aligned to the CCLS and which was differentiated to meet the needs of the students. The majority of our students in the self-contained classes are Long-term ELLs who continuously score in the advanced level of the NYSESLAT. Those few students who speak low-incident languages also get pulled out separately a minimum of two times a week by the ESL pull-out teacher to receive additional explicit ESL instruction as is mandated per CR-Part 154. For ELA the students use Code-X and it is adapted to meet the linguistic needs of the students. The program provides academic content area instruction in English while making content specific terms accessible via ESL strategies such as modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development. In addition, scaffolding techniques are used extensively to assist students in achieving the appropriate English proficiency for their grade as well as prepare them to meet the CCLS. Content terms are developed in English and their meaning clarified utilizing the ESL strategies and methodologies listed above. As with the TBE program, students are made accessible to first language books in the classroom library. They take part in a buddy system where intermediates are paired with advanced students and they are also invited to attend after school for further language development.

In this school's Freestanding, self-contained ESL program, each child in this heterogeneous setting receives instruction in English. The program provides academic content area instruction in English while making content specific terms accessible via ESL strategies such as modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development. In addition, scaffolding techniques are used extensively to assist students in achieving the appropriate English proficiency for their grade as well as prepare them to meet CCLS. Content terms are developed in English and their meaning clarified utilizing the ESL strategies and methodologies listed above. As with the TBE program, students are made accessible to first language books in the classroom

library. They take part in a buddy system where intermediates are paired with advanced students and they are also invited to attend after school for further language development.

ESL naturally is provided in English as well as ELA, in the TBE model. For ELA the TBE program uses Code-X as does the rest of the school but the teacher ensures to provide scaffolding and differentiation of instruction based on both ELA and NYSESLAT levels and since she is also the NLA teacher she is able to provide any links between NLA and ELA so that the students can make those connections between the Native Language and English. For ESL the teacher uses a mixture of Code-X along with the ELL modifications that were created during curriculum development sessions in the summer when we were aligning the Core Curriculum to the needs of our students. She utilizes her knowledge of ESL strategies to make Code-X accessible to all.

In the pull-out ESL program, since it is explicit ESL instruction is done utilizing Pearson Longman's Keystone series which we chose since it has similar design and layout as the Code-X used during ELA instruction. The materials used for ESL are CCLS aligned as well.

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

For those students in the TBE program, for native language assessment we use various assessments. Academic Year 2012-2013 we created an assessment which follows a similar design to the NYSESLAT except in the native language, Spanish. This assessment was given mid-winter it was created by the Assistant Principal, who is not only a former NLA teacher but, also an ELL Instructional Support Specialist, with the assistance of the current NLA teacher. We felt that since this in-house created assessment tests the same modalities as the NYSESLAT in the native language, except it does not contain a speaking session, due to the difficulties for administration, it will give us a good idea of the students' native language development. The students are also given the school's created pre, mid and post-assessments in the native language for the various content areas. Naturally, where available they are also provided with every city and state assessment in the native language and if one is not available, as in the case of our students who speak low-incidence languages, we hire translators/interpreters to assist with testing.

The assessments, in every content area, provide native language formative, ongoing, and summative assessments that gauge student understanding of the content being taught, utilizing the common core standards as anchors. The assessments are scored using a school wide rubric that measures the assimilation of content information in the students native language. Also, the students have the option to take the NYS Math exams in their Native Language to ensure that the content taught is being adequately assessed.

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

We have a curriculum design team which works over the summer to look at, evaluate, enhance or change the school's curriculum. During this planning various pre, mid and post assessments are created for each content area. These assessments are then given to the Bilingual and ESL teachers to adapt, include scaffolds and other necessary changes to ensure that the ELL students assessment not only provide an opportunity to track their growth in the content area but, also in their use of content academic language. During student-teacher conferencing throughout lessons, teachers are to keep notes on how the students are using content academic language appropriately in context through these conferences. Also, with the inclusion of language objectives which measure growth in language in the various modalities depending on the alignment with the content objective teachers keep notes of students' improvement in language use in reading, writing, speaking and listening.

Also a mid-year assessment was created last year which follows the NYSESLAT format and tests three of the four modalities and it is used to note an increase or decrease in language usage and comprehension.

We also insist that in all classes whether Art, physical education, music, etc both reading and writing assignments must be given to all students not only ELLs to see growth in language usage in each particular content area. Also, during ETS the focus for all students on A-Day is ELA and the materials being used provide opportunities for tracking growth in reading and writing and ELL teachers ensure that through individual or group conferencing speaking skills are informally assessed.

Listening skills are assessed through comprehension questions during individual and group conferencing as well as those comprehension questions which are embedded in the lessons.

Finally, the NYSESLAT is administered in the Spring and its results are used to provide differentiation in the classrooms for each given modality as is merited by both the content and language objective. As previously stated all language objectives are created to focus on and assess the language modality which most fits the content objective for the lesson.

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).

Everything mentioned below for the specific sub-groups is in addition to the differentiated instruction they receive in their classrooms by licensed professional Bilingual and ESL teachers which is geared to make content accessible to the students in the native language, where applicable, and of course in English:

Last year we were awarded a SIFE grant to provide supplemental instruction to these students in both the Native Language and English. Once again we applied for this grant and hope that it is awarded since it allowed us to focus explicitly on these students in small group settings with a focus on soci-emotional as well as educational development. During ETS we have students grouped based on either their ELA levels or NYSESLAT levels. We have ensured that SIFE students are grouped together and provided assistance by our ESL pull-out teacher during this valuable although limited time. Teachers of ELLs are informed of who are the SIFE students in their classes and are assisted through content area meetings and meetings with the Assistant Principal in charge of ELL instruction on creating appropriate scaffold in their lessons to meet the needs of these students. These students are also targeted in Title III programs and are mandated to attend. SIFE students will be enrolled in either a TBE or Free-Standing ESL self-contained class where they will be instructed utilizing the below mentioned ESL methods and strategies in order to accelerate academic and language development. These include: modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development. In addition, scaffolding techniques will be used extensively. Students will be made accessible to first language books in the classroom library. They will take part in a buddy system where SIFEs will be paired with more advanced students and they will also be invited to attend after school and Saturday enrichment programs for further language development. SIFE students will also take part in a pull out instructional period per day where they will be grouped by proficiency level and receive additional instruction to acclimate the students to the scholastic environment as well as provide them more intensive academic as well as social emotional support among their peer group.

Former ELLs who were in the TBE program, after informing both the parent and student of passing the NYSESLAT, are placed in the self-contained ESL classes. This way we are ensured that they continue to receive instruction that is scaffolded and differentiated to meet the needs of ELLs. The students are monitored by the teachers to see if these students are having difficulties with language usage and are put in groups according to their needs. Some of these students, in order to provide assistance in mathematics, attend a TBE mathematics class in which the instruction is primarily in English but provides support in the NL. We also invite and encourage the students to continue attending Title III classes which focus on discreet language instruction and the students are provided with both a pre and post assessment to monitor continued growth. Those F-ELLs who were already in the self-contained ESL class we keep them there for the aforementioned reasons of providing them with continued ESL support and scaffolds and they too are encouraged to participate in the Title III program. Mainly in the case of F-ELLs who were in the TBE program we have had to provide counseling for assisting them with the transition from a Bilingual program with NL support to an English only environment where NL support may not be readily available.

Our new-comers regardless of being enrolled in a TBE class or ESL class are afforded multiple opportunities before, during and after school to use our Technology Lab and practice English using the Rosetta Stone system and we have found it very beneficial and successful since the students are continuously engaged throughout the program. The students who have low-incidence languages, despite being in a self-contained ESL class, are additionally pulled out by the pull-out ESL a minimum of three times a week for additional explicit ESL instruction. Since most of these students are new immigrants, besides our Title III program they also are encouraged to attend the Immigrant Funds program which focuses primarily on language development but there is also a focus on acculturation. Transitional Bilingual Program is designed so that students develop conceptual skills in their native language as they learn English. Instructional components are designed to develop skills in the four modalities of listening, speaking, reading and writing. Language and content instruction are accomplished utilizing ESL strategies such as: modeling, bridging, contextualizing, schema building, text re-presentation, and metacognitive development. An effort is made to give each native language equal attention when the teacher is planning lessons although this is more difficult with our low-incidence languages like Twi, Hausa, Arabic, Samoan, and Fulani. Since we have a Fren teacher in the building she assists us with our one (1) French speaking student. Content terms are developed in English and their meaning clarified in the students' native language. Students are provided with opportunities to use concept language and to discuss in their own words in both the native language and English. Students are made accessible to first language books in the classroom library. They take part in a buddy system where beginners are paired with intermediates and they are invited to attend after school and Saturday enrichment programs for further language development

Most of our students who have been ELLs for 4 or more years (LTEs) are either SWDs or students who are native born. Many of those students who are SWDs are in self-contained classes and are reading at least three to four grades below level. These are also the majority of our students in the pull-out ESL program. The goals with these particular students is to provide them with high-interest low level non-fiction texts. Also, since all of these SWDs take the state tests but are not held to promotional standards we have provided them with ESL materials very similar to the Code-X program used throughout the school but makes texts accessible through scaffolds and

differentiation but exposes the students to the same skills and strategies as in Code-X. These students are also invited and encouraged to attend Title III but due to busing or their disability are unable to remain after-school for lack of an adult who can pick them up after school. During ETS we focus on linguistic and mathematical skills which will make content more accessible. This is all done keeping IEP goals in mind. ELLs that have received services for 4+ years are either enrolled in this school's Freestanding, self-contained ESL program or self-contained special education classes which provides academic content area instruction in English while making content specific terms accessible via ESL strategies such as modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development that where applicable is aligned to the student's IEPs. In addition, scaffolding techniques or ESL strategic instruction, are used extensively to assist students in achieving the appropriate English proficiency for their grade. Some of our 4+ years ELLs, as previously stated are mainly native born and are our most difficult group to reach. Most of their deficiencies are in Reading Comprehension despite the majority scoring advanced on the NYSESLAT, they continuously score Level 1s in the ELA. These students are also the students in our self-contained classes; therefore the focus in the differentiated groups in those classes is on various reading comprehension strategies such as inferencing, deciphering main idea, using context clues, etc. One of our other goals is to expose them to various genres of literature to enhance their reading enjoyment. Another focus during all instruction is making content accessible through various scaffolding strategies and strategic RTI grouping through the use of our Team Teaching model which is the norm throughout the school. As with the TBE program, students are made accessible to first language books in the classroom library. They take part in a buddy system where intermediates are paired with advanced students and they are also invited to attend after school and Saturday enrichment programs for further language development. This group of ELL's will take part in NYSESLAT enrichment courses in order to ensure that they become acclimated to the exam as well as strengthen any areas they struggle with to increase their abilities and assist them in scoring proficient on the NYSESLAT.

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?

With the exception of 6 students who are in a ITT program, the rest of our students who are ELL-SWDs are in a self-contained 12:1:1 class. All of these students are in monolingual English classes and are serviced for ESL using the pull-out model. All of our ELL-SWDs are reading three or more levels below grade level. The strategies used are dependent on the individual student's IEP goals many of which are to increase reading levels by at least one level which in some cases is 3rd or 4th grade level. These students are also many of our LTEs. Despite their IEPs stating they are reading considerably below grade level most of these students are advanced in the NYSESLAT with the 6 students in the ITT classes scoring on the Intermediate level and only 1 student who has continuously scored in the beginning level. The students all use Code-X for ELA and Connected Math from the Core Curriculum. For ESL the pull-out teacher uses Pearson Longman's Cornerstone which is sufficiently aligned to Code-X to assist students in still learning the skills in strategies from Code-X but using materials which are specifically developed to meet their linguistic needs through embedded scaffolds.

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?

The entire school is scheduled using an alternating A-Day/B-Day schedule with the exception of the 6th graders and the 6th and 7th grade students in the Transitional Bilingual program who follow a block scheduled format the students have individualized schedules and the eighth graders have the opportunity to pick electives. With the exception of 6 of our students who are in ITT classes the rest of our ELL-SWDs are in a self-contained class and therefore must follow block scheduling. The students receive ESL in a pull-out model in groups no larger than 10 and are pulled-out by grade and proficiency level which gives them an opportunity to leave the 12:1:1 environment and be in a LRE. During ESL they use grade level materials which are aligned to the Code-X used in ELA. The self-contained teacher and para-professional meet with the ESL teacher for assistance in meeting linguistic needs while meeting their IEP goals. The instructional programs for ELL SWDs in the 12:1:1 program provides academic content area instruction in English while making content specific terms accessible via ESL strategies such as modeling, bridging, contextualization, schema building, text re-presentation and metacognitive development. In addition, scaffolding techniques or ESL strategic instruction, are used extensively to assist students in achieving the appropriate English proficiency for their grade as well as prepare them to meet and/or exceed the CCLS Using the technology program, Destination Reading, which offers practice in phonics, comprehension in text genres, etc., their teachers can assess and assign specific, grade appropriate tasks that develop reading comprehension. Content terms are developed in English and their meaning clarified utilizing the ESL strategies and methodologies listed above. As with the TBE program, students are made accessible to first language books in the classroom library. They take part in a buddy system where beginners are paired with more advanced students and they are also invited to attend after school and Saturday enrichment programs for further language development. This group of ELL's will take part in NYSESLAT enrichment courses in order to ensure that they become acclimated to the exam as well as strengthen any areas they struggle with in order to increase their abilities and assist them in scoring proficient on the NYSESLAT. ELL-SWD LRE: Students take part in a inter-grade buddy system where beginners are paired with more advanced students throughout the year and time is allotted through parallel teaching opportunities where SWD may mainstream into a general education ESL classroom in order to meet their diverse needs in the Least Restrictive Environment possible. ELL-SWD are also invited to attend after school and Saturday enrichment programs for further language development. Grouping is heterogeneous and thus the SWD participate in extra-curricular services in a LRE

Courses Taught in Languages Other than English 

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

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

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

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.



	Dual Language		
100%			
75%			
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.
Paste response to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response to question here:
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Paste response to question here:
18. What language electives are offered to ELLs?
9. This school is currently implementing Response to Intervention which is a comprehensive, systematic approach to teaching and learning designed to address academic and behavioral areas of development for all students, including all level ELLs, through increasingly differentiated and intensified assessments and instruction. Throughout the content areas of ELA, math, social studies, and science, each instructor will continuously assess the level of understanding for each child, design quality and differentiated instruction according to the data available, implement the differentiation via ESL strategies and methodologies, and then reassess for understanding and document each student's progress. Students will be grouped by tiered level (Emerging and Approaching) and cycle through a 4 week program which will increase in complexity. Progress reports will be created via assessment data gathered from formative and summative assessments. This constant cycle will assist in providing the ELL team with consistent data, i.e. level of skills/prefomance indicator mastery, for each ELL child, in each subgroup serviced. For example, a newcomer receives an additional instructional period of targeted intervention instruction to support the ESL strategies implemented in class. The targeted interventions are also reinforced through enrichment programs offered during afterschool and Saturday programs. All interventions are offered in English and the students' Native Language of Spanish. Also to assist with interventions in all classrooms, the school has adopted a Team Teaching approach and in the ESL classes there is a licensed ESL teacher with a General Education teacher who is an expert in that particular content area to provide with strategic grouping and differentiation.
10. Upon review of the NYSESLAT data we did notice that the students who either attended the Title III, Title III Immigrant Funds program or the SIFE grant program did show increase in the NYSESLAT. Both ESL programs continue to effectively show growth in language development and acquisition proving that the model we are using and the assitance provided are successful and effective. We are struggling with our Transitional Bilingual Program, not sue to a lack of quality of instruction and pedagogy but, primarily due to high mobilitiy rates and long-term absences during vacations which then hinders any progress that has been made. We have made changes to the program to improve its effectiveness like providing the NLA teacher with a highly effective, CCLS aligned program which has its own curriculum designed for Native Language speakers of Spanish by Santillana USA called Yabisí and En Español. We are hoping this program will aid in the development of the Native Language skills that are students in the TBE program are highly lacking. We have also looked at the Code-X program and have made curricular adaptations to make the work accessible to our TBE students and hence, improve its effectiveness.
11. A new school-wide initiative that was implemented this year is that we have arranged for every class in the school to follow a Team Teaching model to assit with implementing the RTI model and assist we providing differentiation, teacher-student

conferencing, and strategic group work. The teachers are expected to plan together for each lesson. In the case of the TBE and free-standing self-contained classes there is an appropriately certified, either ESL or Bilingual teacher along with a content specialist to assist the teacher in providing appropriate content instruction and the Bilingual/ESL teacher is there to assist with the scaffolding and differentiation. The General Education pedagogue also serves as another language model to our ELLs

12. We would like to discontinue the Transitional Bilingual Bridge class model as we feel it is ineffective in ensuring that the students are receiving the appropriate grade level content instruction. We would like, space permitting since we are a campus school, to have a class per grade but unfortunately this year we neither had the numbers or staff to create such a program. Our numbers in our TBE program have actually been diminishing. If our numbers continue diminishing and we have a small number of incoming 6th graders from TBE programs we may have to prepare for only a 7th/8th TBE Bridge class next year and no program for 6th grade which will be disheartening.

13. All ELLs in this school are afforded equal access to all school programs because they are offered in English and the students' Native Language of Spanish. During the school week, the school offers an afterschool program in which the ELLs participate and receive homework assistance as well as a recreational period where they have the option of Robotics Club, Flag Football, Softball, Newsletter, and Drama. Community Based Organization, Inwood House, also facilitates an after-school program in which our ELL population takes part in activities such as Basketball, Dance, and Step Team. Saturday Enrichment services are offered in both languages and provide an intensive 1 1/2 hours of ELA(ESL) and 1 1/2 hours of Math instruction. This year our ELLs from our 7th/8th Bridge Class and our 8th grade self-contained class are participating in Ballroom Dancing classes and 6 couples will be chosen to represent the school in the final competition December 19th.

14. This school ensures that materials specific to the needs of our ELL population are readily available for their use. Each ELL subgroup has use of texts and resource materials in their Native Language that supports the acquisition of the English Language. The students as well utilize manipulatives and other instructional resources to assist in the comprehension of content terms and other relevant information that might not be understood. The ELL population as well is exposed to technology such as Smart Boards (interactive black boards), computer stations, and the use of an interactive educational programs such as Lightsail, Reading Recovery and Achieve 3000 titled. We also provide Rosetta Stone Language Program in our Technology Labs and are ELL students are allowed to go into the lab and use this program which has been very effective and the students enjoy because it is interactive.

15. Native Language support in the TBE program is delivered to beginning, intermediate, and advanced students via a scheduled Native Language Arts (NLA) period per day for approximately 43 minutes a day every day. They also receive NLA support throughout all content areas as the need arises and when the class is not being taught in the Native Language. Students in the Free Standing ESL program have use of texts and resource materials in their native language which supports the acquisition of the English language. All ELL students as well utilize manipulatives and other instructional resources to assist in the comprehension of content terms and other relevant information that might not be understood. We also have Rosetta Stone and Achieve 3000 in Spanish so that many of our TBE students can access it throughout the day during study hall periods or other free time.

16. All required service supports and resources are both age and grade level appropriate. All ELL classroom libraries have materials that are age appropriate and contain at least 40% of its material in the native language. This resource is leveled based on Lexile and Fountas and Pinell indicators to ensure that each child utilizes materials that are appropriate according to their proficiency level as well. We have also ordered for our ELL classroom some high interest low-level texts along with graphic readers which many of the students seem to enjoy.

17. In order to assist newly enrolled ELL students before the beginning of the school year, licensed pedagogues conduct two open houses here at the school and give presentations in order to provide ELL information to the student population and their parents. Home visits are conducted in the summer as well in order to provide literature to the potential students regarding the programs offered.

18. We currently do not have a language elective option for our ELLs in our school.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

As part of the professional development all staff members (Principal, Assistant Principal, Teacher, Paraprofessionals, Secretary, Related Service Providers and Parent Coordinator), are entitled to have the opportunity to select from an array of workshops focused on increasing academic achievement among ELLs offered by OELL. All teachers are encouraged to attend OELL trainings and if one of the administrators sees a particular training which may be beneficial for a teacher he/she registers the teacher for that learning opportunity. Throughout the year, teachers are required to select two ELL workshops in areas they would like to improve upon. After attending respective workshops, staff members turnkey salient workshop content to staff. The current Assistant Principal in charge of ELL is a former ELL Instructional Support Specialist as well as a Certified QTEL Professional Developer and she provides the teachers with professional development or one to one assistance with lesson planning, scaffolding and differentiation strategies as well as trainings on incorporating language objectives into all lesson plans along with content objectives.

Teacher Team meetings are included in this school's professional development. Teacher Team meetings consist of all pedagogues and occur every Thursday for 40 minutes. These meetings are an isolated, uninterrupted amount of time that are teacher lead and provide an opportunity for staff to gather, analyze and interpret student data. Staff members work with a highly qualified lead teacher who serves a dual role as an instructional coach to develop and cultivate the use of ELL strategies among staff to address the findings and conclusions drawn from the analysis of student data.

In addition, teachers of ELLs use common planning time and content meetings to discuss, plan and assess instructional lessons as a means of strategically adjusting and differentiating instruction for ELL students. The ESL teacher and Bilingual teachers specifically focus on using students' Native Language as a method to support comprehension in all content areas.

Our school provides a Buddy System, an Inter-visitation program and a Transitional Program as a means of supporting staff members to assist ELL students as they transition from elementary to middle school. The inter-visitation program allows teachers to visit classrooms of their more experienced colleagues to observe and become familiar with the use of effective ESL instructional strategies. Upon the end of the visit, teachers complete a feedback form to communicate questions and comment on effective techniques. The Buddy System involves pairing newly hired General Education teachers with ESL and Bi-lingual teachers of another grade to learn how to gradually increase the intensity of instructional strategies, specific to teachers' ELL populations. As a means of addressing the social/emotional and cultural adjustments ELL students experience staff members designed a Transitional Program. Components of the program consist of an interactive based program to increase language acquisition as well as a cultural component that celebrates and validates students' various ethnicities.

The minimum 7.5 hours of ELL training for all staff consists of workshops that are conducted by ESL certified, highly qualified educators. These workshops and other development opportunities for teachers of ELL students are offered through the New York City Department Education's Office of ELLs, Borough Offices and CFN Network. ELL agendas and minutes are housed in the Assistant Principal's office and minutes are tracked as they accumulate.

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?

Parental Involvement at MS 363 takes on many forms:

During the summer months, staff members of the school conduct home visits to the residences of students on the projected enrollment roster. Each home visit consists of an English speaking and Spanish speaking staff member and attempts are made to assign translators of other languages families may speak based on initial phone conversations with families. On each home visit, parents receive pertinent information regarding academic expectations for the upcoming year. These visits also serve as a platform for parents to share questions or express concerns regarding the expectations in the comfort of their own home.

In September, parents and students are invited to an orientation session, Back to School Night, where they receive an informal walking tour of the school and community (if families are new residents to the neighborhood). At this two hour informational session, parents are informed about the academic and behavioral expectations for students in order to promote the educational goals for the school. Staff members provide translations for parents who feel more comfortable receiving the information in their native language. In addition, parents have the opportunity to meet with teachers, the school based medical clinic, community based organizations and the parent coordinator to learn how the entire school community can support parents in fostering their children's success.

Parents receive information regarding opportunities for involvement throughout the school year. These opportunities range from organized teams such as:

Parent Association: This core group of individuals has varying roles, from electing PA members for the SLT, conducting outreach to other parents and offering support for school activities.

The School Leadership Team: SLT is comprised of parents, school personnel and community members. This forum provides an opportunity to our parents to voice concerns and create input in the development of education programs in 363 as well as in the preparation and evaluation of the comprehensive educational plan (CEP).

In addition, this school offers Parent Education classes through the Education for Excellence Parent Leadership Academy, that are conducted at a convenient time for parents and are led by staff members that cover topics such as Learning How to Support Your Child Academically, Navigating the High School Application Process (when applicable), Common Core Standards, Understanding Special Education and Ways to Stay Involved in Your Child's Education. The Parent Resource Center was created by Parent Coordinator Tamara Rosado and offers ongoing workshops from September until June. Along with these workshops, training opportunities are provided that focus on such skills as Tech 101, Resume Writing, and CPR Training. It is the expectation that these offerings, facilitated in English and Spanish, establishes a positive relationship and cultivates a rich experience for both parents and staff and provide continued support parents need to cultivate and sustain their child(s) success.

This school partners with Community Based Organizations that provide workshops to all parents including parents of ELLs. These organizations offer parent orientation workshops that keep parents abreast about innovative ways to support their children inside and outside of the school. One of the first organizations is Inwood House which is an entity devoted to responsibility, excellence, achievement and leadership and provides educational enrichment and support through creative arts and fitness opportunities to students in the Bronx. A second CBO is ENACT, a program that develops social and emotional skills within students and conflict resolution techniques through drama therapy. In addition, the school works in conjunction with the Morris Heights Health Clinic which provides programs to promote and ensure physical and mental health throughout the school population. Finally, Wediko Children Services responds to the needs of children who face repeated obstacles to development due to social, emotional, behavioral, and learning challenges. They partner with children, families, schools and the community to offer a continuum of flexible and multi-disciplinary programs.

At this school, parents needs are evaluated through Learning Environment surveys, parent/teacher conferences and meetings such School Leadership Team meetings. Parent surveys are available during Parent/Teacher Conference Night where parents are asked to complete a survey that asks for feedback on issues such as level of academic rigor, clarity of academic expectations, school culture and opportunities for parental involvement. Surveys are offered in English and Spanish. For parents who speak

languages other than those two languages, a staff member is assigned to utilize telephone translation services in the Parent's native language and assist with the interpretation questions from the survey. Data from respective surveys is analyzed and communicated to staff members who collaboratively work with administration to adjust and revise educational goals.

The school's use of parent feedback allows the school to revise current systems of parental engagement, review these decisions and then make strategic adjustments and target specific parent needs that are relevant to our community. As a result, parents feel valued and encouraged to continue a partnership with the school and cultivate a lasting relationship.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x363 School Name: The Academy for Personal Leadership

Cluster: _____ Network: 109

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The data used to assess the school's written translation and oral interpretation needs is the RPOB which besides showing place of birth also provides you with information regarding the various home languages in the school. Currently we have the following breakdown of students; 1 Afrikaans, 2 Albanian, 3 Arabic, 1 Bengali, 1 French, 3 Fulani, 1 Hausa, 1 Nepali, 1 Samoan, 1 Twi, 1 Vietnamese, 1 Thai and 210 Spanish. As is fortuitous for us those parents with the children of most of the low-incidence languages with the exception of the 3 Arabic and 1 Bengali all prefer that documents sent home are in Spanish. We ensure that all documents are double-sided English and Spanish and separate translated versions are made for the Bengali and Arabic double sided English with their specific language. We ensure with the low-incidence language upon initial enrollment during the interview process if the parent prefers school notifications in the child's language as well or if they prefer English.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The data used to assess the school's written translation and oral interpretation needs is the RPOB which besides showing place of birth also provides you with information regarding the various home languages in the school. Currently we have the following breakdown of students; 1 Afrikaans, 2 Albanian, 3 Arabic, 1 Bengali, 1 French, 3 Fulani, 1 Hausa, 1 Nepali, 1 Samoan, 1 Twi, 1 Vietnamese, 1 Thai and 210 Spanish. As is fortuitous for us those parents with the children of most of the low-incidence languages with the exception of the 3 Arabic and 1 Bengali all prefer that documents sent home are in Spanish. We ensure that all documents are double-sided English and Spanish and separate translated versions are made for the Bengali and Arabic double sided English with their specific language. We ensure with the low-incidence language upon initial enrollment during the interview process if the parent prefers school notifications in the child's language as well or if they prefer English.

After this information is sorted at the beginning of the Academic Year, this information is shared with the Parent Coordinator who then shares it with the PTA and subsequently to the SLT by either a school administrator or the school secretary who regularly attends the SLT meetings.

This is done not just to share the various and wide ranging languages present in our school but to track the changing demographics of the school and the ever increasing presence of students from the various countries of Africa.

We also use the students' home language information, especially in the instances of the low-incidence languages to prepare for translation services for those students who are identified as ELL and said service will be needed during certain high stakes examinations.

Part B: Strategies and Activities

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

Written translations in Spanish are done by the Assistant Principal, who is a licensed Spanish teacher as well, in-house and therefore an outside vendor is not needed. For our low-incidence languages such as Bengali and Arabic we use Google Translate to translate any documents and it has proven to be effective. For our other languages such as Afrikaans, Albanian, Haitian Creole, Urdu, Fulani, French and Nepali, although these are listed as the students' language of preference the parents requested written communication to be done in English. All efforts are made to ensure that any translated document translated either personally by the Assistant Principal or with the assistance of Google Translate are provided the same day as its English counterpart; hence parents all receive any important school information simultaneously regardless of the language being used. Google Translate is used in these instances to ensure documents are translated in a timely manner especially if it is for an even or activity that is forthcoming and there is no time to email it to the Translation and Interpretation Unit. In instances where we do know within the required window of two - three weeks for turn around of documents sent to that particular unit, we make all efforts to utilize their services. As of now, the parents needs seem to be fully addressed with the use of Google Translate.

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

What has been a common trend in our school is that those parents who speak low-incidence languages bring their own interpreters in the form of a family member or family friend; therefore this reduces the burden of calling the interpretation services office for an interpreter. In the case of Spanish, interpretation is provided either by the Family Worker, the Pupil Accounting Secretary, Parent Coordinator or if necessary by the Assistant Principal.

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

The appropriate postings for the availability of Interpretation Services are posted in the school's main office and is easily visible by those who come into our office. Since most of the parents' native language is Spanish, all postings and notifications throughout the school which are meant to be visible and accessible to parents are done in both Spanish and English.

As previously noted, written translations in Spanish are done by the Assistant Principal, who is a licensed Spanish teacher as well, in-house and therefore an outside vendor is not needed. For our low-incidence languages such as Bengali and Arabic we use Google Translate to translate any documents and it has proven to be effective. For our other languages such as Afrikaans, Albanian, Haitian Creole, Urdu, Fulani, French and Nepali, although these are listed as the students' language of preference the parents requested written communication to be done in English. All efforts are made to ensure that any translated document translated either personally by the Assistant Principal or with the assistance of Google Translate are provided the same day as its English counterpart; hence parents all receive any important school information simultaneously regardless of the language being used. Google Translate is used in these instances to ensure documents are translated in a timely manner especially if it is for an event or activity that is forthcoming and there is no time to email it to the Translation and Interpretation Unit. In instances where we do know within the required window of two - three weeks for turn around of documents sent to that particular unit, we make all efforts to utilize their services. As of now, the parents needs seem to be fully addressed with the use of Google Translate.

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Department of English Language Learners and Student Support

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 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

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

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

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

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

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

Part A: School Information	
Name of School: APLE	DBN: 10X363
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 75 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

MS 363 will be using Title III LEP funds to create two distinct supplemental programs.

The first session will be held on Thursdays and Fridays beginning December 4, 2014 and ending on January 30, 2015. The program will run from 3:00 - 4:30 pm on those days for 1 1/2 hrs x 12 days for a total of 18 hrs. This program will be taught by a total of four (4) highly qualified ESL / Bilingual teachers. A (1) supervisor will be required to oversee program logistics. This program is geared toward students in two categories based on needs assessed by the 2014 NYSESLAT data and current NYSITELL data: (1) Students who have scored an advanced level on the NYSESLAT for two or more consecutive years (2) Students who are new comers and scored at the Beginning Level of the NYSITELL and students who scored beginning level on all four parts of the 2014 NYSESLAT.

The first group consisting of advanced level ELLs in classes 704 and 804 will be receiving enrichment services with a focus on reading, writing about, and discussing complex texts. The students in this group will alternate between two certified ESL teachers and one ELA content teacher each week over the two days. The students will be divided into two groups based on lexile levels as assessed by the Lightsail reading program we currently use with this population of students during the school day. One ESL and one ELA content teacher will work together to facilitate guided reading groups using the fiction and nonfiction leveled text sets we currently have in our classroom libraries and will incorporate strategies to access complex texts through mini-lessons, think alouds, and guided reading lessons. The third teacher will facilitate literature circles using the recommended Code X novels which accompany the schools curriculum for reinforcement and application of the strategies learned during the guided reading portion of the program. We will purchase three titles from the list for students to choose from to conduct literature circles including "Stanford Wong Flunks Big- Time" by Lisa Lee (650 Lexile) , "Bronx Masquerade" by Nikki Grimes (670 Lexile) , and "Fire From the Rock" by Sharon M. Draper (830 Lexile). The literature circles portion of the program will foster opportunities for students to interact with one another through text based discussions. We have chosen to focus on close reading of complex texts because based on assessment data we do have these students have been scoring at an advanced level on the NYSESLAT for two or more consecutive years and we want to provide them rigorous reading, writing, speaking, and listening tasks to push them to proficiency. These are also the elements which

Part B: Direct Instruction Supplemental Program Information

are prevalent on the state assessments and align with our common core CODE X curriculum. This group will be taught by two (2) highly qualified ESL certified teachers and (1) ELA content area teacher.

For the second group of students which consists of the beginning level and recently arrived ELLs in classes 601, 701 and 801, we will be using Practice Exercises in Basic English - Level D. This series is designed for ELLs who need extra support in basic grammar, usage and word study skills where appropriate the exercises are aligned to the Common Core State Standards. The book uses single skill focus for remediation and intervention with a mini-lesson which includes examples and/or reminders to introduce each lesson. Also the skills are repeated in a variety of formats so students learn and can retain information with reviews presented throughout and at the end for reinforcement. Since the students who will be using this book are at the very low beginning level on the NYSITELL we determined that beginning with the fourth grade text was more appropriate. The work is still high-interest yet low level. This group will be taught by two (2) highly qualified ESL/Bilingual certified teachers.

The second session of our Title III program will run from February 26, 2014 and end on March 27, 2013. This program will also be Thursdays and Fridays from 3:00pm - 4:30pm for 1 1/2hrs x 10 days for a total of 15 hrs. For this program the students will be divided by proficiency level and modality deficiency through careful analysis of NYSESLAT data by modality breakdown. This program will focus on promoting success on the NYSESLAT, supporting curricular goals and helping students overcome daily language barriers. The program will emphasize the four language modalities as assessed by the NYSESLAT. For this program we will be using Contintal Press' Empire State NYSESLAT which is designed to replicate each section of the NYSESLAT and created to familiarize the students with that particular state assessment. This program will be taught by three (3) highly qualified ESL/Bilingual certified teachers. A (1) supervisor will be required to oversee program logistics due to the time and duration of the program.

Part C: Professional Development

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

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

Begin description here: Begin description here:

For the Professional Development portion, Title III funds will be used for a teacher study group, which will be open to all certified ESL teachers and Content area teachers of ELLs. The focus will be engaging ELLs in complex texts through effective close reading strategies in order to prepare them to meet the demands of the New York State Common Core Standards. We will study a professional text titled,

Part C: Professional Development

Notice and Note - Strategies for Close Reading, by Kylene Beers and Robert E. Probst. We chose this title because it provides specific examples of strategy instruction and case studies of six explicit close reading strategies that students can use to notice significant moments during reading. This will scaffold analysis of complex texts and foster the language and processes necessary to read, write, listen, and speak about literature. Teachers will meet seven times to discuss application of the strategies. The first six sessions will be devoted to discussing each of the strategies introduced in the text and how to implement them with different populations of ELL students in our classrooms. The seventh session will be a debrief session to build the strategies into our curriculum for reinforcement throughout the remainder of the school year. Once the book study is complete, each participating teacher will be asked to highlight one strategy learned from the study in their own classroom and invite non-participating teachers to conduct inter-visitations to build capacity. This group will meet on Friday mornings from 7:40 - 8:25 am for 45 minutes x 7 sessions and will be facilitated by the ESL Lead Teacher.

Part D: Parental Engagement Activities

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

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

Begin description here:

We have decided to offer a Family ESL program on Saturdays for 8 sessions beginning on January 10, 2015 through February 28, 2015 from 10:00 am 12:00 pm for a total of 16 hours. We will invite the parents of our newcomers and beginning level ELLs, their middle school children, and younger siblings to take part in each session together. The parents and middle school children will learn and work together side by side using Pearson Longman's series Side by Side; an all skills program integrating conversation practice, reading, writing and listening in a fun and easy format that has proven to be successful. The program will provide the parents and their middle school child with a vocabulary preview in every chapter along with pronunciation exercises to provide models for practicing authentic pronunciation, stress and intonation. At the same time, the younger siblings will be immersed in an early literacy program through read alouds, engaging language building exercises, and sight word recognition activities by a certified ESL teacher and a content area teacher with early childhood certification. Based on feedback from parents and the parent coordinator, many parents have not taken advantage of the parent ESL classes offered in the past because they have young children at home. This is why we decided to offer an opportunity for parents, middle school children, and their younger siblings to take part in a language building program together. This program will be taught by (3) highly qualified and certified ESL / Bilingual teachers, a content area teacher with early childhood certification, and a supervisor will be needed due to the time and dates of the program.

Part E: Budget

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

Allocation Amount: \$ _____

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