



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

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

**08x375**

**School Name:**

**THE BRONX MATHEMATICS PREPARATORY SCHOOL**

**Principal:**

**ANYA MUNCE-JARRETT**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Bronx Mathematics Preparatory School School Number (DBN): 08x375  
School Level: Middle School Grades Served: 6-8  
School Address: 456 White Plains Road  
Phone Number: 718-542-5063 Fax: 718-542-5236  
School Contact Person: Yvonne Kariem-Brown Email Address: Ybrown4@schools.nyc.gov  
Principal: Anya Munce-Jarrett  
UFT Chapter Leader: Derrick Brown  
Parents' Association President: Tyneisha Hendricks  
SLT Chairperson: Tyneisha Hendricks  
Student Representative(s): Micah Battle, Student Government President

**District Information**

District: 8 Superintendent: Dr. Karen Ames  
Superintendent's Office Address: 1230 Zerega Avenue, Bronx, NY 10462  
Superintendent's Email Address: Kames@schools.nyc.gov  
Phone Number: 718-828-6653 Fax: 718-828-6239

**Cluster and Network Information**

Cluster Number: 6 Cluster Leader: Jose Ruiz  
Network Number: 608 Network Leader: Rudy Rupnarain

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Anya Munce-Jarrett	*Principal or Designee	
Derrick Brown	*UFT Chapter Leader or Designee	
Tyneisha Hendricks	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Krystle-Marie Rivera	Member/Parent	
Tonya Walker	Member/Teacher	
Melvin Murillo	Member/Parent	
Vanette Dandridge	Member/Teacher	
Cherisse Aytch	Member/Parent	
Lizreen Henry	Member/Teacher	
Raquel Cuenca	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

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

## Accountability Tools and the Capacity Framework

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

### NYSED's Six DTSDE Tenets

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

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

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

**Vision:**

*"To Build a Community of Lifetime Learners!"*

**Mission:**

We will create a stable community of respectful, independent and motivated learners who value education, are confident in their abilities, and feel academically and emotionally supported to be college and career ready. Through structured learning with real word connections we will provide our students the best opportunity to solve real life problems, set their own goals, and measure their progress using research based strategies to meet their diverse needs.

The Bronx Mathematics Preparatory School is a middle school with 302 students from grade 6 through grade 8. The school population comprises 34% Black, 62% Hispanic, 1% White, and 2% Asian students. The student body includes 7% English language learners and 25% special education students. Boys account for 55% of the students enrolled and girls account for 45%. The average attendance rate for the school year 2011 - 2012 was 90.0%. As a partner of the Middle School Quality Initiative (MSQI) we are. We focus on the five pillars that are aligned to the quality review indicators: 1] conducting periodic assessments (i.e., universal screening three times a year using DRP to identify struggling readers, pre and post unit exams for all major subjects, 2] implement systems to support targeted small reading group instruction (i.e., integration of access code, 3<sup>rd</sup> part rally, programs, and iReady) 3] centering our goals around literacy development in all subjects at our school. 4] Program collaborative planning time for "looking at student work", and 5] create a school wide professional development plan. All teachers are asked to be teachers of literacy.

In addition to the MSQI pillars and to strengthen our literacy instruction across the school, we have an acute focus on literacy this year. We integrate a program called Word Generation as a means to focus on academic vocabulary. Students spend time in each of their major classes over the course of the week focusing on academic vocabulary words and their meaning in relation to each discipline. Via Word Generation, students engage in debates, solve science and math problems, write argumentative essays and dissect words and their meanings.

The DTSDE tenets in which our school made the most growth:

- Tenet 6 Family and Community Engagement we were able to increase parental involvement through the use of effective and consistent communication.
- Tenet 5 Student Social and Emotional Development Health. We implemented and promoted the PBIS, provided week long summer institute professional development program for staff and teachers, created a formal advisory curriculum, provided relationship building activities, and integrated community based programs (i.e., 21<sup>st</sup> Century Grant) and facilitated an after school program to engage students.
- Tenet 4 Teacher Practices and Decisions Targeted Professional development, implemented the use of accountability forms for common planning and professional development, evidence of implementing data analysis to identify groups of students and their needs.
- Tenet 3 Curriculum Development and Support – we were able to develop coherent CCLS-aligned curriculum maps and unit plans for all core subjects

The Bronx Mathematics Preparatory School (x375) has been identified as a Renewal School and will be undergoing major changes over the next three years to improve school leadership, teacher practice, student achievement, and family services. The school will be turning into a Community School and will be partnering with a Community Based Organization. The school will also be receiving additional support services to support the needs of our school community. This school year we will begin the planning process in transitioning our school into this new community-based model. More information regarding this transformation is forthcoming to all stakeholders.

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.

School Configuration (2014-15)			
Grade Configuration	06,07,08	Total Enrollment	276
SIG Recipient		No	
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A
# Self-Contained English as a Second Language		N/A	
Types and Number of Special Education Classes (2014-15)			
# Special Classes	12	# SETSS	7
# Integrated Collaborative Teaching		12	
Types and Number of Special Classes (2014-15)			
# Visual Arts	6	# Music	N/A
# Foreign Language	6	# Dance	N/A
# Drama		N/A	
# CTE		N/A	
School Composition (2013-14)			
% Title I Population	89.1%	% Attendance Rate	89.4%
% Free Lunch	90.9%	% Reduced Lunch	6.0%
% Limited English Proficient	11.3%	% Students with Disabilities	28.9%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	N/A	% Black or African American	33.5%
% Hispanic or Latino	62.7%	% Asian or Native Hawaiian/Pacific Islander	2.5%
% White	1.4%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	2.8	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	16.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	7.56
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	5.7%	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)	21.6%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	40.0%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	
Priority School	X		
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A

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

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

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

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

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

**Reflection:** Our schools instructional focus is to Create a culture of instruction that is less teacher-directed and more student-centered. We will do this by focusing on Domain 3 of the Framework for Teaching:

- Provide opportunities for Students to participate in discussions that are promoted by both teacher and peer initiated high order thinking questions. [3B] that are focused on supporting student ability to cite textual evidence, make inferences, determine a central idea of a text, summarize a text, and to determine author’s point of view.
- Provide opportunities for students to be engaged in challenging content through well -designed, rigorous learning tasks and activities [3C] that are planned through structured lessons that address key ideas and details, craft and structure, and numerical fluency.
- Ensure that Students are aware of assessment criteria, and Teacher feedback to groups and/or individuals is specific to learning target and rubrics and offers concrete suggestions for improvement. [3D] Whereby both formative and summative assessments are regularly used to analyze learning and guide instruction.

**Strengths:** Teachers create lesson plans that incorporate strategies and best practices aligned to FfT domain 3. (DTSDE 5/8/2013)

**Needs Improvement:** There is need to improve cross curriculum consistency and disconnect between lesson plan and the instructional presentation.

## 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.

Curriculum and teacher teams will collaborate to increase the rigor and coherence of our curricula so that is strongly aligned to the instructional focus, CCLS, and the instructional shifts resulting in a 5% increase in students meeting proficiency levels on the ELA and Math state exams by June 2015.

## Part 3 – Action Plan

<b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Integrate Common Core curriculum resources CodeX, Glencoe Math, Glencoe Science	Teachers	2014-2015 school year	Principal
Use the Degrees of Reading Power (DRP) three times a year as a universal screen. Conduct a secondary diagnostic for all students who scored at risk (Running Record). Use of a reading growth progress monitoring tool to track student growth toward reading at or above grade level. [SOP 3.5] <ul style="list-style-type: none"> <li>• We have set calendar dates for the DRP administrations and assign specific roles to staff members.</li> <li>• The principal communicates these dates and roles with our school communities and network teams, enabling clarity and collective investment.</li> <li>• The MSQI coordinators oversee the process of the DRP administration at our school, ensuring that the assessment is administered according to the DRP testing memo. That point person follows a similar facilitation schedule for secondary diagnostics such as Running Records, Wilson Screens and the Test of Silent Word Reading Fluency.</li> <li>• The MSQI coordinators communicate the specific aspects of the reading progress data-monitoring system to teachers, grade-level teams, and network teams enabling clarity and collective investment.</li> <li>• The ELA supervisor/AP facilitates specific aspects of the reading progress data monitoring system: designating which teachers must use the tool, setting timelines for information updates and data sharing, defining the collaboration/next steps process for teachers and teacher teams, providing a menu of appropriate next steps for students in need of</li> </ul>	Teachers, paraprofessionals	2014-2015 school year	Principal, Teachers, Paraprofessionals

<p>academic intervention, and arranging for the professional development support of the MSQI coordinator and teachers at MSQI PD and with network instructional coaches.</p> <ul style="list-style-type: none"> <li>Information is shared amongst teacher teams to inform instruction.</li> <li>ELA classroom libraries are organized by genre and lexile levels.</li> <li>The data specialist provides a DRP data tracker to develop targeted reading interventions.</li> </ul>			
<p>Implement reading, writing, speaking and listening across content areas with explicit teaching of reading comprehension skills and academic vocabulary. [3.2]</p> <ul style="list-style-type: none"> <li>All teachers across the grades and content areas show evidence of integrating explicit reading comprehension strategies into planning, instruction, and assessments. Strategies include the strategic integration of language acquisition (specifically) Word Generation, reciprocal teaching, shared reading, guided reading, and independent reading. Student engagement with text leads students to reflect on work products and work habits based on their understanding of the academic and personal behaviors required for post-secondary success.</li> <li>Teacher, in collaboration with school leaders, MSQI coordinators and instructional coaches, facilitate the planning, instruction and assessment of Word Generation and other explicit reading comprehension strategies such as reciprocal reading, shared reading, guided reading and independent reading.</li> </ul>	Teachers	2014-2015 school year	Principal, assistant principals, teachers, paraprofessionals
Integrate Mandarin Program and support with appropriate texts	Students	2014-2015 school year	Principal, UFT delegate, Parents, Teachers
Hired Creative Solution Literacy and Numeracy Consultants to support the ELA and Math departments in the creation of unit plans and to support teachers in ensuring rigorous instructional practices that support CCLS	Students in Advisory Class	2014-2015 school year	Curriculum teams, assistant principals, teachers, and consultants.
Provide a week-long summer institute professional development program for staff/teachers	Teachers	Summer 2014	
<p>Partner with CBOs to enhance curriculum.</p> <ul style="list-style-type: none"> <li>Stella Adler (Grade 7 ELA): An acting coach and acting students guide the middle school students in improvisation and theatrical activities in order to understand literacy through drama.</li> <li>Omnilearn (Grade 8 Science): This program uses professional development, modeling, direct instruction, and small group teaching opportunities to support hands-on, inquiry-based science instruction.</li> <li>Children's Environmental Literacy Foundation CELF (Interdisciplinary)</li> <li>Urban Advantage- Science support with appropriate trips</li> </ul>	Students	2014-2015 school year	CBO, Teacher
Provide Regents (Integrated Algebra and Living Environment) programs for advanced level students.	Grade 8 Students	2014-2015 school year	Math and Science Teacher

Department teams examine current students' data to identify gaps in student knowledge or skill and to inform the revision of their instructional units. <ul style="list-style-type: none"> <li>Teachers collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for subsequent units</li> <li>School leadership meets weekly with teacher teams and coordinate work across the grades.</li> </ul>	Students	2014-2015 school year	Teachers, administrators
Integrate a visual art program to promote well-rounded education and support creative thinking.	Students	2014-2015	Art teacher, BRAC
Provide afterschool and Saturday program to support test prep, enrichment and remediation as needed.	Students	2014-2015	Teachers
Facilitate parent engagement workshops through our annual "Parent University" program with a focus on presenting curriculum (i.e., Glencoe Math, CodeX) to the families, sharing content information, grading policy, and sharing strategies for supporting student progress towards meeting proficiency.	Parents	2014	Teachers

#### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>Common planning periods will be embedded into the school day schedule.</li> <li>Word Generation will be used across disciplines to promote interdisciplinary instruction and teaming.</li> <li>Teacher Team/Inquiry Periods will be scheduled to promote data analysis.</li> <li>Monday professional development sessions will be scheduled to support enhancing teacher practices from <i>Teach Like a Champion</i>.</li> <li>Cabinet meeting times will be scheduled every Monday to evaluate calendar of collaborative practices.</li> <li>Visual Arts curriculum texts</li> <li>Mandarin curriculum texts</li> <li>Glencoe Math Curriculum texts</li> <li>Glencoe Science curriculum texts</li> <li>Program for Saturday Program</li> <li>Program for afterschool academic program</li> <li>Master schedule for CBO activities during the school day.</li> <li>CBO</li> <li>MSQI coordinator</li> <li>Parent Engagement Annual Calendar</li> </ul>

#### 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	X	Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
21 <sup>st</sup> Century Grant													

#### Part 6 – Progress Monitoring

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>
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- By the end of the 2014-2015 school year, students will make the predicted progress of a growth .
- DRP will reflect levels of growth/degrees of improvement.
- Improvement of writing across grade and content. Improved integration of vocabulary.
- Framework for Teaching evaluations show evidence of instructional development.
- Test tracker will show that students are receiving CIE for suggested one to two hours of reading per week.
- Comprehensive unit plans will be created in each subject.
- SESIS coach programmed visits to spearhead the implementation of Specially Designed Instruction through the use of a SDI chart created on Google docs.
- Administration, teacher teams will review data aligned to DRP and unit assessments at the end of the second marking period (term 1) to evaluate student progress toward meeting goal

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

<ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
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<ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>
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## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

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

	Tenet 5 Statement of Practice (SOP) Addressed	HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	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:**

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

**Reflection:** During the 2013-2014 school year there were challenges regarding behavior management. However, the overall evidence of a positive and nurturing environment is not aligned to the data based identification of Persistently Dangerous.

**Strengths:** Students indicate that they feel safe in the school. They are able to share thoughts and concerns with teachers, social worker, and school safety agents; and they can place notes in the school leader’s suggestion box. The school has developed systems [RTI model and PBIS framework] to support the social and emotional developmental health of students. The Special Education Team works with instructional staff and external partners to provide students and their families with information about interventions, academic progress, flexible programming, and learning needs. They also collaborate to follow up on referrals and implement required services for students. The attendance team monitors student attendance and follows up with families to address medical, social, or emotional needs. Teachers submit weekly Check and Connect reports that provide an interaction check of mentors with mentees and to inform decision-making in relation to students’ social and emotional health needs. (DTSDE 5/8/2013)

**Need Improvement:** The school was identified as Persistently Dangerous based on the Violent and Disruptive Incident Reporting [VADIR] score of 1.73 during the 2013-2014 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 – 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, school leaders will improve the school's learning environment by continuing to implement Positive Behavioral Interventions and Supports (PBIS) and decrease the number of level 4 and 5 occurrences by 3% for students with a disability, as evidenced through OORS data reports.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Provide ongoing professional development and training to staff to address the social-emotional needs of the school community, Dean facilitates "Teaching Without Chaos" Modules to address Ladder of referral, anecdotal documentation, integrating PRIM (Pre Referral Intervention Manual strategies.	Teachers, Paraprofessionals	September 2014, continuous through 2014-2015 school year	Dean
Work collaboratively with PBIS coordinators (teachers and dean) to review PBIS data identify students with at risk behavior to provide interventions and supports.	Students	2014-2015 school year	Professionally assigned teachers, Dean
Provide students with a school-wide advisory program to address the social-emotional needs of students during the instructional day. Curriculum will address bully prevention awareness, conflict management, respect for all awareness, and college and career preparation.	Students	2014-2015 school year	Teachers
Provide Oracle Debate Club	Students	January 2015- March 2015	SS Teacher
The school leader will partner with Office of Safety and Youth Development to integrate strategies to support the most at –risk students.	Students	December 2014-June 2015	Principal, Office of Safety and Youth Development, Director of Gang Intelligence
The Dean of Students will present the Bronx Math PBIS matrix M.A.T.H. to parents during Parent Engagement workshop and explain the positive rewards system.	Parents	April 2015	Dean, Teacher
Provide Teen Entrepreneurship Advisory Program	students	2014-2015	Advisory Teacher, CBO Creative

			Connection
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**Part 4 – Resources Needed**

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

- Advisory Periods
- Assembly Periods
- Response to Intervention Teams
- Bi weekly OORS meetings with Extended Cabinet.
- Weekly Cabinet meetings with assistant principals and principal
- Lunch time recreation time via the use of the play yard and board games.
- Integration of afterschool program that addresses arts and fitness
- Afterschool socio-emotional support program
- Master Schedule for CBO activity during general school day
- Girl Scouts supplies
- Annual Schedule of Incentive Activities

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

N/A

**Part 6 – Progress Monitoring**

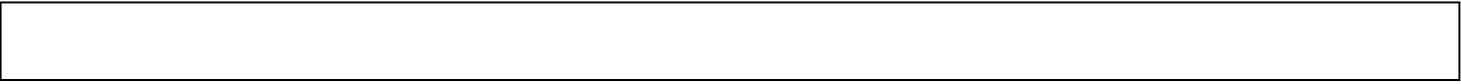
**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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.

- Improved self-esteem which is noted in the reduction of incidents via student reporting system.
- Orientation of students to future college and career goals as outlined by the CCLS.
- Student reflections about the work they are doing.
- Reduction in the number of bullying incidents in OORS.
- Student participation in incentive activities and trips
- On a monthly basis, school leaders including the principal, Assistant Principals, School Leadership Team and Deans will evaluate school-wide discipline policy as well as look at data on disproportionality.
- On a yearly basis, the principal will evaluate partnership with Office of Safety and Youth Development as well as evaluate strategies from the Pre-Referral Intervention Manual and *Teach Like a Champion*.
- On a monthly basis, School Principal, Assistant Principals, SBST, Guidance and Deans will evaluate guidance interventions as well as evaluate monthly assemblies that addressed student behaviors.
- Principal and Deans will evaluate and monitor OORS reporting reports for incidents and suspensions monthly.
- Principal will evaluate the realignment of the roles and responsibilities of the Deans position on a yearly basis.
- Administration will review data aligned to OORS, PBIS, and observations at the end of the second marking period (term 1) to evaluate our progress toward meeting our goal.

**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:**

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

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

**Part 1b. Needs/Areas for Improvement:**

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

**Reflection** Teacher collaboration and the provision of PD support the implementation of rigorous and coherent curricula reflecting the CCLS.

**Strengths:** Prior to the beginning of the 2014-15 school year, teachers participated in Saturday planning devoted to the creation of curriculum maps and creating CCLS-aligned unit plans. Lesson plan clinics are conducted by consultants and DOE Children's First Network (CFN) achievement coaches in ELA and mathematics. The clinics are designed to help teachers develop rigorous and coherent CCLS-aligned instructional plans for all students. Unit plans include pre- and post-assessments. (DTSDE 5/8/2013)

**Needs Improvement:** Creation of coherent instruction using scaffolds for students with disabilities and ELLs must be consistent across all subject area.

### Part 2 – Annual Goal

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

By June 2015, teachers will participate in professional learning opportunities and will work within teacher teams to focus on differentiated instruction, integrating UDL (Universal Designed Learning), and instructional planning strategies to address at risk students and targeted subgroups (bottom 1/3, students with disabilities, and English Language Learners) resulting in 100% of teachers being able to create coherent unit and instruction plans that include effective

scaffolds for the targeted group.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> 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	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Special Education School Improvement Specialist will facilitate Professional Development on creation of Specially Designed Instruction for all teachers.	Targeted Sub group Students	School year 2014-2015	TASC RSC SESIS representative
Provide online decoding program-Access Code for use by SWDs, ELLs, determined At-risk due to their September Degrees of Reading Power scores.	Targeted Sub group Students	School year 2014-2015	MSQI Coordinator
Scheduled academic intervention for students from targeted groups in the areas of Mathematics or ELA classes. They will be provided with small group instruction focused on specific standards or skills in need of remediation.	Students	School year 2014-2015	Administration
Inquiry Work: Teacher Teams (Both subject and grade level) Assess Student work as a group using a uniform system for assessment (rubrics).	Students	School year 2014-2015	Teachers
Response to Intervention (RtI) team will create an intervention plan for identified students using research-based strategies. The plan will include monitoring the progress, review of data, reevaluation, reassessment and recommendation for Special Education evaluation if needed.	At risk students	School year 2014-2015	Administration, social worker, IEP teacher, teacher, and service provider.
Provide Comprehensive Afterschool ESL Program	ELL students	2014-2015	ESL teacher
Teachers, Assistant Principals, and coaches will collaborate to analyze quantitative and qualitative student data, quarterly and weekly, and adjust lessons and unit maps based on their data findings. Coaches and members of the curriculum team will also provide professional development on questioning, lesson planning, and other instructional practices with an emphasis on the teaching strategies outlined in <i>Tea Like a Champion</i> that will include strategies to meet the needs of all students..	AP's, teachers	Quarterly	Teachers, Administration,
Throughout the 2014-2015 school year, teachers and coaches will collaborate to ensure that the level of rigor of questions and student tasks within lessons and units are extended to allow all students to engage in higher-order thinking aligned to Webb's Depth of	Teachers, administration	Monthly, 2014-2015	Teachers, administration

Knowledge (DOK), the Cognitive Rigor Matrix, and the Danielson Framework.			
Data Specialist will share reading comprehension data with Parents and explain the implications for student progress and what strategies parents can use to support student learning.	Parents	January 2015	Data Specialist
Special Education/School Implementation Team and ESL Teachers will present information about services available to students with IEP including ICT, SETSS, Tier 3 and related services to the families. Additionally, teachers will share content information, grading policy and have a Q and A session.	Parents	February 2015	Teachers

**Part 4 – Resources Needed**

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

- The QIP team (IEP Teacher, Special Education Teacher, MSQI Coordinator, Data Specialist, and ESL Teacher) will meet to monitor and discuss the progress of Special Designed Instruction.
- The MSQI coordinator, the ELA department, and ELA teachers will monitor and discuss the progress of students on Access Code during ELA department meetings.
- Laptops with updated Flash player and headphones with microphones are the necessary resources.
- Scheduled time for RtI team meetings.
- RtI team that consists of administration, school psychologist, school social worker, data specialist, the Dean, and representatives from the special education department, math department, parent coordinator, ELA department and representatives from each grade team, as well the referred child’s parent.
- The AIS coordinators ( Assistant Principal and Literacy Coach for ELA and Assistant Principal for Math)
- SDI format supported by the work of the QIP team and the Special Education Improvement Specialist.
- Access Code
- Schedule for AIS and resources to support program (i.e, iReady, Rally Resources)
- Inquiry Work: Use DOE provided protocol for “Looking at Student Work”
- Word Generation: Implemented School wide across grades weekly. Teachers meet bi-weekly to discuss implementation plan.
- Teacher Teams: Departments Meet bi- weekly

**Part 5 – Budget and Resource Alignment**

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

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

N/A

**Part 6 – Progress Monitoring**

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

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

**2. Specify a timeframe for mid-point progress monitoring activities.**

- The ultimate measure of the effectiveness of SDI will be whether or not the school makes Adequate Yearly Progress for Students with Disabilities on the 2015 ELA and Math State Exam.
- Students general decoding abilities will be measured through the use of Fountas and Pinnell running records, and Access Code.
- The effectiveness of the RTI will be measured by any indicators of progress (pre and post assessments, NYS scores) for either a specific subject, or their overall scores. Another measure of the effectiveness of the Rtl team will for some students a decrease in the number of anecdotal forms.
- Students that have been identified in need of AIS will have their progress monitored by both the subject teacher and their AIS teacher. Pre and Post assessments, quizzes, and additional practice will be used in their classroom teacher, along with specific formal and informal assessments in their AIS teacher. The effectiveness of these assessments will directly relate to their 2014 State Exam scores.
- Students selected by each grade team for inquiry work will be assessed periodically throughout the school year, using the inquiry cycle model. Targeted students will be taught using research based strategies; their progress will be assessed on an ongoing basis to evaluate the strategies being used.
- Effectiveness of the Word Generation program relies on cohesive implementation of the program across disciplines. Our target for this year is to improve our implementation of Word Generation from last year, ensuring that each the components of each unit are completed in each discipline.
- Teacher teams- accountability forms will be submitted by both grade level teams and subject specific teams. School community reflections will be used to measure alignment between MSQI fidelity and observed practice.
- On a monthly basis, School Principal and Programmer will evaluate the opportunities for teachers to share best practices to raise the level of Tier 1 instruction.
- On a monthly basis, evaluate teachers and coaches based on unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).
- In March, school leaders and teacher coaches will begin to evaluate how teachers use and analyze student work/data (quantitative and qualitative data) to adjust lesson plans and unit maps. Coaches and the school's curriculum team will evaluate professional development on questioning, lesson planning, and other instructional practices with emphasis on the skills addressed in *Teach Like a Champion*
- School leaders and programmer will evaluate progress with teacher inter-visitations.
- School leaders will schedule multiple intra-visitations with other schools to share best practices and to provide professional learning opportunities for teachers on practical strategies for working with ELLs and Students with Disabilities.
- On a monthly basis, administration will conduct frequent observations and classroom walkthroughs based on the Danielson Framework.
- On a monthly basis, Principal will evaluate the partnership with the Cluster/Network and participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, Common Core Task planning.
- By June, at least four 'Learning Target' and 'Question Walks' will be conducted by school leaders to monitor the progress using an Aim Tracking Tool.

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

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

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

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

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	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:**

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

**Reflection:** Based on the 2013 Quality Review, there is a need to refine our assessment practices to improve the effectiveness of feedback that accurately reflects students’ progress. Teachers use generic and task specific rubrics and students understand how to use them. However, we are progressively working toward creating a cohesive system for providing teacher feedback to students, where the feedback is actionable, yields an accurate snapshot of student’s progress towards mastery of content standards, and provides clear assessment information to impact academic progress by all students, including English language learners and students with disabilities.

**Strengths:** The school has adopted curricula that support the CCLS and uses formative and summative assessments to determine student progress. Teacher collaboration and the provision of PD support the implementation of rigorous and coherent curricula reflecting the CCLS. Prior to the beginning of the 2014-15 school year, teachers worked on Saturdays with the literacy consultant to create curriculum maps and New Teachers participated in a three day summer institute that was devoted to training on how to define rigor, brain based teaching, and team building. There are many PD opportunities, including lesson plan clinics conducted by consultants and Network (CFN) achievement coaches for all subjects. The clinics are designed to help teachers develop rigorous and coherent CCLS-aligned for all students. We have school wide coherency in that all unit plans included pre- and post-assessments. (DTSDE 5/8/2013)

**Need Improvement:** Based on the 2013 Quality Review, there is a need to refine our assessment practices to improve the effectiveness of feedback that accurately reflects students’ progress, and will lead to instructional adjustments that improve student achievement daily.

## 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.

Throughout the 2014-2015 school year, school leaders will ensure each collaborative teacher team is utilizing a research-based protocol for looking at and analyzing student work and/or data using the collaborative inquiry process in order to identify school-wide and/or individual group needs and instructional practices that extend higher-order thinking and rigor for all students, as evidenced by teachers advancing one HEDI rating on the Danielson rubric on multiple evaluation components.

## Part 3 – Action Plan

<b>Activities/Strategies:</b> 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	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Principal will create a program that includes grade and department Common Planning Time, Child Study Teams, Teacher Teams and Interdisciplinary Team times within the school program as well as Professional Learning opportunities every Monday.	Teachers	School year 2014-2015	Principal
Principal will work collaboratively with Professional Learning Committee to create an annual professional development plan that addresses the identified PD needs. (including	Teachers, paraprofessionals	2014-2015	Principal, UFT delegate, Teachers, paraprofessionals
On a quarterly basis, the principal and teachers will analyze and aggregate scores from the Degrees of Reading Power (DRP) assessment by grade, subject and department in order to share findings with teachers.	Teachers	2014-2015	Administration, teachers, data specialist.
A literacy and numeracy consultant will work with curriculum teams to provide curriculum and staff development, to observe teacher practices and provide actionable feedback.	Teachers	2014-2015	Creative Solutions, ELA administrator
The School Leadership Team (SLT) will create a plan of action to address parent/family involvement and create an annual parent engagement plan	Parents	2014-2015	Principal, UFT delegate, teachers, parents
CELF representative works with interdisciplinary time to create rigorous curriculum to support community and sustainability	Teachers	2014-2015	Teachers, CELF member, Science administrator
Each week school will provide parent engagement workshop with specific focus and to allow parents to meet with staff to	Parents, Teachers	2014-2015	Teachers, administrators,

engage in discussion about student progress.			parents.
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**Part 4 – Resources Needed**

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

- Test Coordinator/Data Specialist
- SLT calendar
- Literacy & Numeracy Consultant, one visit per month
- Professional Learning PD Calendar
- Parent Engagement Calendar
- Access to DRP assessment and online data retrieval system
- Scantron forms
- Core Curriculum (CodeX, Glencoe Math, Glencoe Science) Texts
- Schedule common planning time in school wide program

**Part 5 – Budget and Resource Alignment**

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

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

N/A

**Part 6 – Progress Monitoring**

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

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

- Every week, administration will evaluate Common Planning Time, Teacher Team and Interdisciplinary Team times within the school program as well as evaluate professional developments every Monday along with assessing the Professional Development plans.
- Every quarter, the principal and curriculum team will assess and aggregate scores from the Degrees of Reading Power (DRP) assessment as well as collect and assess teacher team data by grade, subject and departments.
- During the aligned PD plan time, the principal and administrative team will establish teaming opportunities after-school and the curriculum team will provide strategies from *Teach Like a Champion* to enhance teacher practice and will share out best practices.
- Curriculum departments, teacher teams, consultants and Assistant Principals will develop rigorous units of study via the teacher team and common planning time monthly.
- Principal and Assistant Principal will Implement a quarterly calendar of meetings to address and inform collaborative practices

**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?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

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

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

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

**Reflection:** To cultivate a trusting relationship with families, the school has an open-door policy, communicates regularly, and sponsors frequent activities. During interviews with the IIT, parents indicated that the school leader has an open-door policy

**Strengths:** The school has an open door policy for all community members and builds respectful relationships by sponsoring frequent activities like a full day annual orientation for both parents and students that focuses on “Get to Know our School Community” on the first day of school. We implement a four point communication system for parent/home outreach: back pack information with students, mail information, information shared on school based web page, and use of School Messenger system for mass messages. We use NYCDOE based program Wake Up! NY attendance messenger for students that have shown consistent lateness. Monthly Parent Association meetings facilitated by one of our nine CBO’s (The Leadership Program). TLP focuses on providing information about student academic/achievement, opportunities to engage parents and students in interactive activities, and professional development for parents. (DTSDE 5/8/2013)

**Needs Improvement:** Improve system to address communicating detailed student performance data to families, many of whom lack computer access and/or literacy or are not proficient English.

### 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, school will improve systems to communicate detailed student performance data to families, many of whom lack computer access and/or literacy or are not proficient English, as evidenced through an increase of 20% of parents participating in parent workshops and activities offered at the school. Attendance records from parent workshops and meetings will be tracked by the Parent Coordinator to measure progress.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> 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	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Parent Association will work in collaboration with administration to ensure participation of 25% of parents to attend monthly teas with principal	Parents and families	2014-2015	PA, Principal
Create and maintain school web page to provide limitless access to school's calendar, curriculum and family notifications	Parents, families, community	2014-2015	Administrator, community coordinator
Use of online grading and reporting system, Pupil Path will ensure unlimited access to student progress.	Students, parents, families	Continuous 2014-2015	Teachers,
Student standardized exam scores are distributed with delivered with report card during Parent Teacher conference	Students	Each quarter	Teachers, administrators
Creation of Parent Resource Center to ensure accessible communication for parents to easily contact community organization	Parents, Families, Students, CBO	January 2015-june 2015	Family Worker, Teacher, Social Worker

**Part 4 – Resources Needed**

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

- Online Grading System Datacation/Skedula
- Online school webpage eChalk
- Postage
- Annual monthly PA meeting schedule
- Parent Resource Center room

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

n/a

**Part 6 – Progress Monitoring**

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

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.

- Participation sign in logs.
- Use of online grading and reporting system,
- Feedback from parents and LES data in area of communication.
- Participation of non-English speaking parents at workshops, meetings, etc.
- Feedback from parents about communication.
- Participation of parent and families.
- Administration and community coordinator will review data from participation and identify strategies to improve parental involvement.

**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	State exam data, DRP data, report card information, teacher referral, department referral	Wilson Intervention Program, Just Words, i-Ready, AIS, Word Generations, ESL program,	Small group, one-to-one	During school day, afterschool, Saturday School
<b>Mathematics</b>	State exam data, DRP data, report card information, teacher referral, department referral	iReady, AIS	Small group, one-to-one	During school day, Saturday School
<b>Science</b>	State exam data, DRP data, report card information, teacher referral, department referral	Regents Preparatory Academy	Small group, one-to-one	During school day, Saturday School
<b>Social Studies</b>	N/A	N/A	N/A	N/A
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Child Study Team/Rtl referral, Dean Referral, parent request, AP referral, Principal referral	At-risk counseling, Response to Intervention, Positive Behavior Incentive Support Program, Attendance team, functional behavioral counseling, academic counseling, Community Outreach (AIDP), MDR, 504	Small group, one-to-one	As needed,

## 08X375 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	276	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	12	# SETSS	7	# Integrated Collaborative Teaching
				12
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	N/A	# Drama
				N/A
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	89.1%	% Attendance Rate	89.4%	
% Free Lunch	90.9%	% Reduced Lunch	6.0%	
% Limited English Proficient	11.3%	% Students with Disabilities	28.9%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American	33.5%	
% Hispanic or Latino	62.7%	% Asian or Native Hawaiian/Pacific Islander	2.5%	
% White	1.4%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.8	# of Assistant Principals (2014-15)	2	
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	1	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	16.1%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	7.56	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	5.7%	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)	21.6%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	40.0%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
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			

### 08X375 School Information Sheet Key

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Types and Number of Special Education Classes (2014-15)				
# Special Classes	12	# SETSS	7	# Integrated Collaborative Teaching
				12
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	N/A	# Drama
				N/A
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	89.1%	% Attendance Rate	89.4%	
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Personnel (2014-15)				
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% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	16.1%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	7.56	
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ELA Performance at levels 3 & 4	5.7%	Mathematics Performance at levels 3 & 4	2.6%	
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ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	40.0%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
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			

**08X375 School Information Sheet**

## Section 7: Expanded Learning Time (ELT) Program Description

*(Required for All Priority Schools)*

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

### **Part 1 – ELT Program Goal(s)**

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

Ensure that students are being offered a minimum of 200 additional Expanded Learning Time hours. We will integrate our ELT within our school day to ensure 90% student participation. This will be measured by taking daily attendance every day from October 2014 to June 2015

### **Part 2 – ELT Program Description**

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

All students

**Part 2b.** Describe how the school will meet the following SED requirements for an ELT program in a Priority School:  
 Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.  
 Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.  
 Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.  
 Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

- Integrate Living Environment Lab requirement work and Integrated Algebra regents academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Distributed student survey so that we provide range of activities that capture their interest (i.e. chorus, dance, basketball, cheerleading, double-dutch, chess, Lego robotics)
- Addressing our SWD’s needs by providing a program where they will feel comfortable and safe and that will actively address the unique learning needs and interests, while providing support in ELA and Math.
- Afterschool program designed to include opportunities for enrichment programs such as in music and art.
- All instruction in any core academic subject will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- All programs include hands on learning activities and are integrated to support our students social emotional growth.

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

We will make daily morning announcements of activities provided. Flyers will be back packed and mailed to families, In addition, school messengers will be sent.

### Part 3 – ELT Program Implementation and Oversight

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

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

Program	How many hours	Target Population	Description	Funding Source	Personnel who will implement
Afterschool Visual Arts Program	2.5	All students	Contemporary Art Classes provided to Bronx students whose lives are dominated by extreme poverty and other handicaps.	Priority	BRAC [Bronx River Art Center]
Online ELA language Program	n/a	ELLs	Supports English Language Learning	Priority	Rosetta Stone
Extracurricular Afterschool program	2/wk	All Students	Robotics, Chess, and Double Dutch Program	Priority	Community Coordinator
Regents Prep for Algebra	3	Identified students	Saturday program		Math Instructor
Regents Prep for Living Env.	3	Identified students	Saturday program		Science Instructor
Test Prep	3	Scored high level 2 low level 3	Saturday program		ELA/Math Instructor
Summer School	16 days	Holdovers	Remediation program		ELA, Math, Science, SS Instructor
Enrichment /Socio-Emotional Program	5/wk	All Students	Musical Theater Promotes the Arts	21 <sup>st</sup> Century	The Leadership Program
Enrichment /Socio-Emotional Program	30 weeks	All Students	Chorus Promotes the Arts	21 <sup>st</sup> Century	The Leadership Program
Enrichment /Socio-Emotional Program	30 weeks	All Students	ELA support through the Theatrical Arts	21 <sup>st</sup> Century	Stella Adler
Enrichment /Academic Program	30 weeks	All Students	Science enrichment	21 <sup>st</sup> Century	Omnilearn
Enrichment /Socio-Emotional Program	30 weeks	All Students	Support Advisory Program. Prepare students for the educational and career challenges of the 21st century.		Girl Scouts
Enrichment /Socio-Emotional Program	8 weeks	African American Females	Build Self Esteem and Improve Self Awareness for African-American Females with Disciplinary Issues		Black Pearl
Enrichment /Socio-Emotional Program	30 weeks	All students	Advisory Program	21 <sup>st</sup> Century	Creative Connections

Oracle Debate Club	10 weeks	All students	Afterschool program	Priority	SS Teacher
Planet Protectors Program	10 weeks	All students	Afterschool program	Priority	Science Teacher
Literacy & Numeracy Consultant	1/mo.	Teachers	Curriculum and Staff development	Priority	Creative Solutions
Administrative Supervision	15 weeks	Student supervision	Afterschool supervision	Priority	Assistant Principals
Parent Engagement Center	10 weeks	Parents and Families	Community Partner Program	Priority	Teacher, Social Worker,
Enrichment Academic Program	10 weeks	SWD	ELA and Math Support	Priority	ELA/Math Instructor
Enrichment Academic Program	20 weeks	ELLs	Reading and Writing support	Priority	ESL Instructor
Visual Art Supplies	General school day	students	Textbooks	Priority	Art Teacher
Mandarin Supplies	General school day	Students	Textbooks	Priority	Foreign Language Teacher
English Language Online program	General school day	Students	English Language Program	Priority	Elective Teachers
Mathematics Supplies	General school day	Students	Textbooks	Priority	Math Instructors
Other Instructional supplies	General school day	Students	General supplies to support instruction	Priority	All instructors
Curriculum and Staff Development	General School day	Teachers	PD opportunities (p credit, ASCD, etc.)	Priority	IDE Technology
Online Parent Communication and Grading System	General School Day	Teachers, Parents, Students, Families	Skedula/Pupil Path	Priority	Administration, Teachers

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

Representatives from Girl Scouts, The Leadership Program, CELF, Stella Adler, Omnilearn, Creative Connections, IDE Technology, Creative Solutions Literacy and Numeracy Coach.

Urban Advantage Transportation for Trips

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

School year 2014-2015

#### **Part 4 – Budget and Resource Alignment**

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

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

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

#### **Part 5 – Progress Monitoring**

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

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

Interim data that includes OORS and MOSL results We will conduct our mid-point benchmark on the Week of February 23<sup>rd</sup>. Students’ Mastery Checklist will be analyzed to measure progress.

**Part 5b. 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 8: 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Interviewed Questions to that reflect an understanding of teacher best practices (CCLS, meeting the needs of all students, belief in how students learn best, assessment practices, etc.)</li> <li>• Mentoring to support new teachers,</li> <li>• New Teacher Workshops Plan</li> <li>• Buddy teachers, Co-teachers,</li> <li>• Inter-visitations (Open door policy)</li> <li>• Professional development, teacher teams, department meetings</li> <li>• Tenure preparation sessions</li> <li>• External PD opportunities</li> <li>• Accelerated courses and programs</li> <li>• Support in teacher to administration certification</li> </ul>

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Principal led professional development for school community</li> <li>• MSQI training for staff</li> <li>• Central led Professional Development</li> <li>• Instructional Rounds hosted by network</li> <li>• Partners for CCLS coaching, support, and training</li> <li>• Network PD for Lesson Plan Clinics; Lesson and unit planning that encourages CCLS best practices and strategies, monitoring the progress, and review of student work to revise the process as needed</li> <li>• Intra visitations to peer school to observe best practices and strategies</li> <li>• Specific school and/or instructional Goals and/or Objectives related to CCLS and skills</li> <li>• Ongoing monitoring and support to provide teacher and paraprofessionals feedback on their practice</li> <li>• Continuous review of student work related to CCLS to modify practice and meet needs of all students</li> </ul>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

N/A

**3b. TA Coordination with the Regular Program**

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

N/A

**Part 4: SWP Schools Only**

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

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

N/A

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

- Grade/Curriculum teacher teams create common pre and post unit assessments
- Professional Learning PD committee identified needs and foci of school.
- MOSL committee collaboratively selected MOSL's.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	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.
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		allocation amounts.)	<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	\$253,290	x	15, 18, 22,
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	\$61309	x	11, 15, 18, 22, 25
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	\$11,200	x	13, 14, 15
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	\$1,877,601	x	11,15,18, 22,25

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

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

*(Required for All Title I Schools)*

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

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

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

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### **Parent Involvement Policy (PIP) The Bronx Mathematics Preparatory School 08x375**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Bronx Mathematics Preparatory School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **The Bronx Mathematics Preparatory School** 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 1<sup>st</sup> 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) 08x375**

**The Bronx Mathematics Preparatory School**, 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 1<sup>st</sup> 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 <b>8</b>	Borough <b>Bronx</b>	School Number <b>375</b>
School Name <b>TBMPS</b>		

### 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 <b>Anya Munce-Jarrett</b>	Assistant Principal <b>Iris Nadal</b>
Coach <b>Kyra Narain-Lloyd</b>	Coach <b>type here</b>
ESL Teacher <b>Theresa Middleton</b>	Guidance Counselor <b>Lionel Saunders</b>
Teacher/Subject Area <b>Michelle Monfiletto</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Monee Perkins</b>	Parent Coordinator <b>Maritza Colon</b>
Related Service Provider <b>type here</b>	Other <b>Lisa Brady/Data Specialist</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>286</b>	Total number of ELLs	<b>33</b>	ELLs as share of total student population (%)	<b>11.54%</b>
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# Part II: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	9
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	6

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	21		1	7		5	6		3	34

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		
<b>Total</b>	<b>21</b>	<b>0</b>	<b>1</b>	<b>7</b>	<b>0</b>	<b>5</b>	<b>6</b>	<b>0</b>	<b>3</b>	<b>34</b>
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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

\*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
<b>TOTAL</b>	<b>0</b>																			

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	
<b>TOTAL</b>	<b>0</b>										

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

**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							14	3	15					32
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>4</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>33</b>

## 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)						3	6	4	6					19
Intermediate(I)						3		7						10
Advanced (A)							2	2						4
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>8</b>	<b>13</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>33</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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							0	0	2				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	0	1		8
7	2	1	0		3
8	10	0	0		10
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	7	1	0	0	0	0	0	0	8
7	2	1	0	0	0	0	0	0	3
8	6	5	0	0	0	0	0	0	11
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	2	2	4	0	2	0	0	0	10

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

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**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.  
The Bronx Mathematics Preparatory School (TBMPS) uses the following procedure to assess the early literacy skills of ELL. As a part of MSQI, TBMPS had instituted the use of the DRP. The students are given the DRP and anyone who scores below level is administered a running record using Fontas and Pinnell. These students are also given the WIST and TOSWR if it is determined that they may need

help with phonics and sounds. This information tells us whether the students need assistance in phonics/ phonemic awareness or if they need practice with comprehension skills. If the students are in need of these skills, they are placed in small groups and administered training via Just Words and/or Access Code. The students who are in need of comprehension reinforcement are placed in small groups and taught through Strategic Reading Groups using the Language Proficiency Intervention Kits. By breaking down the needs of the students, we are better able to help them develop the English language.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The patterns that are revealed across the proficiency levels on the LAB-R and the grades are that the long term ELLs are plateauing and staying either at intermediate or advanced. This is happening mainly in the seventh and eighth grade. This tells us that we need to target these students and give them extra support in all content areas especially with comprehension and writing to allow them to advance and test proficient.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Patterns across the NYSESLAT modalities allow us to see which part of our ESL program is effective and where we need to make changes to better service our students needs. Unfortunately, the reports needed to use the AMAO are currently unavailable.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
    - a. Patterns across the NYSESLAT modalities allow us to see which part of our ESL program is effective and where we need to make changes to better service our students needs. The patterns that are revealed across the proficiency levels on the LAB-R and the grades are that the long term ELLs are plateauing and staying either at intermediate or advanced. This is happening mainly in the seventh and eighth grade. This tells us that we need to target these students and give them extra support in all content areas especially with comprehension and writing to allow them to advance and test proficient. The ELLs proficiency on tests taken in English as compared to those in the native language vary. The beginner ELLs do much better in tests given in their native language, while the long term ELLs have mixed results. For example, many of the ELLs between 3-5 years need to use tests in both languages for content area tests. This is due to the fact that some information they learned in their native language and some they have learned in English. The ELLs between 1 -3 years do much better in tests given in their native language.
    - b. The school leadership analyzes the results of the ELL Periodic Assessments and use the data to drive ELL instruction. By analyzing the results we can see where are students are flourishing and where they may need extra support. This information allows us to adjust our ESL program as well as add professional development for content area teachers to support the ELLs throughout the instructional day.
    - c. The school is learning that we need to put a heavy focus on academic vocabulary and helping teachers to incorporate language goals for the ELL students in their class to better support language development in each content area. The school leaders along with the ESL teacher and data specialist have provided each student a word glossary for each content area such as science, math, and social studies. The school has also adopted the Word Generation program to focus on academic language and all students were given it in Spanish if Spanish is their native language. Math books were purchased in Spanish to support the native Spanish speaking students.
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](#))  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Students' second language development is considered in instructional decisions. This is done through careful consideration of programing, materials used, AIS implementation and teacher training. Programing is specific to ELL second language acquisition in order to ensure they are in the proper setting with the supports they need. All ELL students are placed in the same class according to grade level. The ELL students who also have a disability are placed according to their IEP requirements. This allows for targeted instruction in language development. The material purchased are also looked at to see if they contain ELL support such as ELL modification or native language materials such as Code X and CMP3 math. The ELL students are also included in our AIS groups and grouped according to their language development needs. Students who need phonics or word help are placed in Just Words or Access Code programs. Students who need comprehension development are placed in strategic reading groups.
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?

N/A

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

Our team evaluates the success of our program for the ELLs. Our team consists of the data specialist, the ESL teacher, one assistant principal that oversees the ESL program and our principal. Together we look at the results of the NYSESLAT, the LAB-R, interim assessments and MOSL data. These results tell us where we need to focus to better serve our ELL students. For example it drives the instructional group development as well as the materials used to teach the groups. Through this process we learned that we needed to work on building academic vocabulary in order for our students to be able to better attack questions. We also learned that our students needed to learn the terms for the parts of a nonfiction document. This has been added to ESL education and also into the mainstream curriculum with the addition of Word Generation.

## 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](#).)  
ELLs are quickly identified at TBMPs. All students entering the school system for first time are given the Home Language Identification Survey (HLIS). The HLIS is administered by one of two trained pedagogues from our ELL team, Theresa Middleton the ESL teacher or Lisa Brady the Data Specialist/Testing Coordinator. It is administered in the parent or guardians first language. When translation is needed, it is provided either by Maritza Colon, the Parent Coordinator, or Iris Nadal, Assistant Principal. When we are faced with a student that speaks a native language that cannot be translated in house, we will contact the Translation and Interpretation Services through the Department of Education.  
If the home language is a language other than English, an interview is conducted by the ESL teacher. If the Spanish Lab is required, it is administered by Ms. Iris Nadal, AP in charge of ESL. The information from the HLIS and the interview are considered and if deemed appropriate the LAB-R is administered. The administration of the LAB-R occurs within 10 days of admission into the school and is administered by the ESL teacher, Theresa Middleton or the data specialist, Lisa Brady. The LAB-R is scored and the student and based upon the results the student may be identified as an ELL. All students who qualify for ELL services are given an Entitlement letter and those students who do not qualify are given a non-entitlement letter. The entitlement letter explains the three language support options available in New York City public schools.
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.  
To ensure that parents/families understand what being an ELL means and the three options they have, parents are scheduled for an orientation within the first ten days of admission. The parents are contacted through phone calls as well as letters sent home to parents. The orientation is a time for the parent to view the video in their native language, ask questions and get explanations. This process is performed by either the ESL teacher, Theresa Middleton or the data specialist, Lisa Brady. A translator is present during this orientation if needed. If it is a Spanish translation, the parent coordinator, Maritza Colon assists. Even a language other than one available in the meeting is required, a translator is brought in according to regulations.  
In the event that we have enough numbers to open up a TBE or dual language program, the parents that chose such programs will be called in for a meeting. The parents are then given the information on that program and the current free standing ELL program. There will be a question and answer session and the parents will be able to choose if they would like their child to stay in the current program or join the new program. This meeting will occur within 5 days of the start of eligibility of the new program and it will be conducted and set up by Theresa Middleton (ESL Teacher), Lisa Brady (Data Specialist), Iris Nadal (AP) and Maritza Colon

(parent coordinator).

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

Entitlement letters are distributed to families in the language of their choice by the ESL teacher, Theresa Middleton. The parent selection forms are returned to the school and placed in the ESL binder. If the forms are not returned in three days a call is made to the parent as a reminder. If a form is not returned, the default program of TBE is selected as stated in CR Part 54. All forms are stored and maintained by the ESL teacher, Theresa Middleton.

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.

If parents decide to stay with TBMPs, they are placed in Free-standing ESL. Our ELL students are placed into this program and their class selection is based on grade. Our ELL students are placed in the same class on each grade for additional support and our ELLs that are also identified as SWD are placed according to their IEP. Placement letters are distributed and a copy is filed in the ESL binder and into the cumulative record for future reference. Continued entitlement letters are distributed in the first two weeks of school. They are signed for and copies are kept in the ESL binder. These letters are distributed by Theresa Middleton, ESL teacher. They are distributed in the language preferred by the parent as previously recorded. As required, the ELPC screen in ATS is updated within 20 days with any necessary changes or new entries.

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.

The NYSESLAT administration is given in steps. The students for this test are identified using BESIS and the RYOS. The ELLs are placed in groups and administered the reading, writing, and listening sections according to the guidelines provided by the state. This portion of the test is administered by the ESL teacher, Theresa Middleton. The speaking is administered one on one with the ESL teacher, Theresa Middleton, asking the questions and a trained teacher, Susan Ramlal or Lisa Brady, scoring the responses.

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. [i](#)

The majority of the parents select ESL as their program choice. The trend is about 65% choosing ESL. At this time our program is aligned to parent choice. However; we are aware that if we have enough parents chose a different program we will reevaluate our program.

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - a. Instruction is delivered in combination with pull-out and push-in models. The students are serviced using these models combined in order to develop language and proficiency in the content areas as well as Basic English language skills. The students are taught techniques during push-in instruction that can be used even when the ESL teacher is not in the room. During pull-out instruction specific skills can be addressed.
    - b. All ELL students are placed in the same class according to grade level. The ELL students who also have a disability are placed according to their IEP requirements. This allows for targeted instruction in language development. The material purchased are also looked at to see if they contain ELL support such as ELL modification or native language materials such as Code X and CMP3 math.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
    - a. Our students are receiving the appropriate number of minutes per NYS CR Part 154.
      - All beginning and intermediate students receive 360 minutes per week while advanced students receive 180 minutes a week.
      - These minutes are being provided in a Freestanding ESL program using both pull-out and push-in techniques by our full-time, certified ESL teacher.
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.

ELL students are placed in the same class on each grade when possible. This helps with content area instruction. Content area instruction is scaffolded for the ELLs by using graphic organizers, first language materials where possible, modified tasks and a strong focus and preteaching on academic vocabulary. The ESL teacher also pushes in to math and ELA for added support. The ESL teacher also preteaches the concepts for the new units for ELA and math. The ELL students also have the modifications built into the new CC programs used such as Code X and CMP3 math.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

In order to appropriately evaluate ELLs in their native language some assessments are administered in such language if available. These assessments include the MOSL exams, science, math and social studies assessments are in the native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated using interim assessments in all four modalities, reading, writing, listening and speaking. They are also informally assessed in these modalities using conferencing, observation and discussion on a daily basis. The students also complete tasks that represent the four modalities during small group instruction as well as during strategic reading groups. Reading is also assessed with the DRP and running records which are performed in Sept., January and May.
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).

\* At this time we do not have any students considered to be a SIFE student.\*

Regardless of the ELL subgroup involved:

- All students are flexibly grouped depending on their learning needs.
- All groups practice test taking skills and understanding testing formats
- Instruction is scaffolded using ESL strategies.
- Students participate in a differentiated literacy program -Access Code and/or Just Words

b) Newcomers receive native language support through the use of our native language library, native language versions of textbooks and spanish English glossaries. They also have academic langauage development in the form of Word Generation which is provided in English and Spanish. They also use bilingual computer programs and translation tools. Newcomers also receive extra instruction in testing formats as well as translated tests in their native language when available since this may be new to them.

c) Our ELLs with 4-6 years of service receive focused instruction on academic language acquisition through guided reading and writing groups and Word Genertion, which is provided in English and Spanish.

d) Our long term ELLs also receive help with academic language acquisition through guided reading and writing groups, AIS groups and Word Generation.

e.) Former Ells receive testing modifications for two years. Former Ells are also serviced 2-3 times a week with the advanced Ell group. These students are also monitored through interim assessments, DRP and Running Records three times a year.

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?

Many of the same strategies are used for ELL-SWDs such as increasing visual aids, modeling, metacognition, bridging, graphic organizers and contextualizing learning. ELL-SWDs participate in strategic reading groups and Access Code, an online program that tracks student progress and provides them with understaning about how words work. Content instruction to ELL-SWDs is at grade level, however material is differentiated and scaffolded. In addition to working with our ELL teacher, ELL-SWDs are seen by a variety of service providers as per their IEP. Students are serviced in the least restrictive environment possible. Our Speech providers and Guidance Counselor carefully plan and adhere to their schedules so that all ELL-SWDs receive the amount of minutes per the student's IEP. These students are either pulled out of the classroom or the service provider will push in. In addition, we have a 12 to 1 class nstructed by our IEP Coordinator per the student's IEP. There are three mandated periods per week where our ELL-SWDs receive instruction in ELA and Math in a small group setting. Ms. Walker, our IEP Coordinator, ensures that all students receive the services mandated.

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?

Students who are ELL-SWDs receive content instruction in the class designated for them by their IEP to be the least restrictive environment while still meeting their needs. Students are either in a 12-1, an ICT class or a class that allows for SETSS. The ICT model and the SETSS model have two teachers in the room for content area instruction. One teacher is a general Education teacher and one being a special education teacher. The ESL teacher either pushes-in the class or pulls students out for services by a certified ESL teacher based on their proficiency level per CR Part 154.

### 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:	0		0
Social Studies:	0		0
Math:	0		0
Science:	0		0
0	0		0
0	0		0
0	0		0

### 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

0	0	0	0
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### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

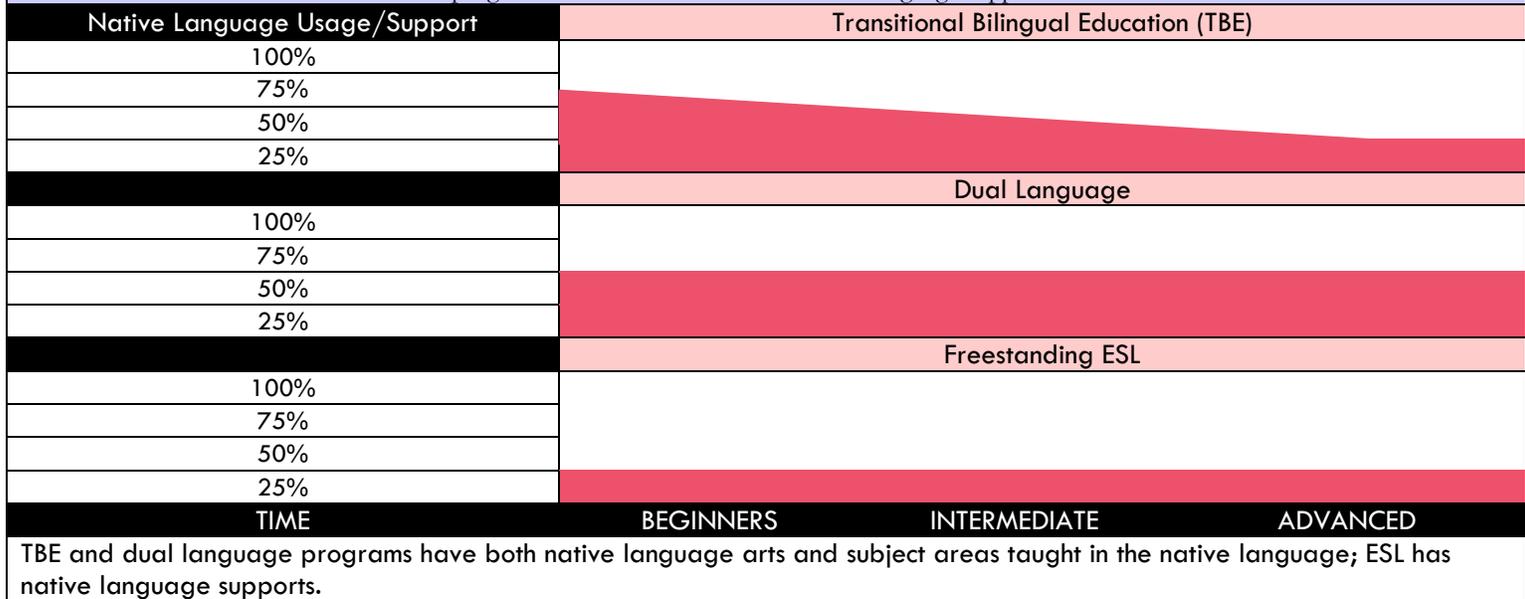
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



## 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.
- Our targeted intervention program is done through careful consideration of programming, materials used, AIS implementation and teacher training. Programming is specific to ELL second language acquisition in order to ensure they are in the proper setting with the supports they need. All ELL students are placed in the same class according to grade level. The ELL students who also have a disability are placed according to their IEP requirements. This allows for targeted instruction in language development. The materials purchased are also looked at to see if they contain ELL support such as ELL modification or native language materials such as Code X and CMP3 math. The ELL students are also included in our AIS groups and grouped according to their language development needs to support their ELA needs. Students who need phonics or word help are placed in Just Words or Access Code programs. Students who need comprehension development are placed in strategic reading groups. These are part of our MSQI programs as well. Math AIS groups are provided support using RALLY. These AIS groups meet three times a week. Science and Social Studies are supported through native language materials.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program was designed to meet the needs of our ELLs in both content area development and language development. After analyzing our data we realized that we needed to focus on these two areas. We put the Word Generation program in place to develop academic language. We also put AIS groups in place to support mathematics and language development. Programs such as Access Code and Just Words have been added to support reading development. We also have CBOs coming in. Omni learning is working with the 8<sup>th</sup> grade science classes. The Girl Scouts are working with the 6<sup>th</sup> grade girls to develop confidence and to help them apply social responsibilities they are learning in social studies. Stella Adler comes in to support the 7<sup>th</sup> grade ELA teachers with acquiring new vocabulary.
11. What new programs or improvements will be considered for the upcoming school year?
- In response to the needs of our students, TBMPs has added Access Code and Just Words to help with word acquisition.
12. What programs/services for ELLs will be discontinued and why?
- TBMPs has discontinued the use of Achieve 3000 due to financial reasons.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- To make sure that all extra curricula and school activities are accessible to ELLs, notices and announcements of these programs were delivered in English and Spanish. The permission slips for each program and the interest surveys were also available in English and Spanish. ELLs are also grouped together during extended day for added support and after school and Saturday programs are available specifically for ELLs and taught by the ESL teacher.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We use a variety of instructional material, such as:
- For our Newcomer population in particular, we have ordered materials in Spanish for ELA, Science and Math.
  - Every student has a bilingual dictionary and a glossary.
  - Students have access to the computer program from Access Code and listening centers in their ELA classes.
  - All classrooms are equipped with ENO board technology to provide all students with more visuals during the presentation of new material and the opportunity to interact with the screen. We are an IZONE school and have enough laptops for every student to use to enhance their work.
  - Content teachers use graphic organizers to scaffold key concepts and aid in the writing process.
  - Our ELL teacher uses the website Brainpopesl.com. Brainpopjr.com is also used for videos to introduce a unit or lesson.
  - Prior to NYSESLAT testing, students are given practice with test format via NYSESLAT test prep books.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- At this time, we have a free standing ESL program. In this program native language support is provided through the use of native language text books, novels, graphic organizers, word to word glossaries and translated texts when available. This makes up 25-30% usage of native language support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Content and topics are arranged according to the interest and grade level of the students. For example the students are placed together in classes based on their grade. They are grouped based on their grade level and instructional needs. The students also chose books based on reading level and grade appropriate content. All services and resources are developmentally appropriate to the students' age, grade, language proficiency, and interest level.

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.

We offer a Parent Orientation to explain the language development support options available before the school year begins. We also provide a tour of the building to all new ELL students and their families with a school representative who speaks the home language of the families (if possible). On the first day of school we have a family orientation and lunch with the parents and teachers to answer any questions and to establish an open line of communication. ELLs who enroll throughout the school year are met with and interviewed by the ESL teacher and our ELL admittance team. They are given all the resources they need such as an agenda book, schedule, Word Generation book and notebooks for the four major subjects. The students are given a tour by the parent coordinator and a business card with her information. The student is also paired with another student with the same native language when possible.

18. What language electives are offered to ELLs?

We have a Spanish language elective for ELLs in the seventh and Eighth grade.

19. For schools with dual language programs:

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

At this time we do not have a dual language program based on our parent selection process and the amount of students we house.

## C. Professional Development and Support for School Staff

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

1. Content area teachers are encouraged to attend professional developments that address ELLs and other struggling students. Our ELL teacher attends professional development sessions offered by the network and by the DOE office of ELLs multiple times a year. These professional developments address issues such as compliance, supporting language objectives, interpreting data, and building background knowledge and language acquisition using the CCLS. Our Speech providers also attend annual conferences and cultural workshops that address the needs of ELLs and training on how to score the NYSESLAT. The Parent Coordinator is encouraged to attend Professional Developments that help her support our ELL families. Professional Development for teachers will occur on 10/30/13, 11/5/13, 12/11/13, 1/8/13, 1/22/13, 2/5/13, 2/12/13, 3/5/13, 3/19/13,

2. Professional development is available for the teachers of ELLs including the ESL teachers by the network on how to engage the ELLs in the Common Core Learning Standards. The new curriculum adopted by the school for ELA, Code X, and Math, CMP3, also offers training sessions. The teachers of these subjects along with the ESL teacher will each attend a total of 6 of these training sessions. In addition, training is being provided by Middle School Quality Initiative (MSQI) on small strategic reading groups both in ELA and the content areas.

3. We advise our staff on the barriers that ELLs face to encourage patience and empathy. Teachers are shown test scores from NYSESLAT modalities so they can target their instruction to meet students' needs. Our ELL teacher is in the classroom of every teacher who teaches ELLs weekly or biweekly. Our ELL teacher is always available to offer help and suggestions. In order to support the transition from junior high to high school, our ELL teacher and Guidance Counselor take personal interest in making sure our 8<sup>th</sup> grade ELLs are accepted to schools that will cater to their academic and emotional needs. Together they assist the students with the high school application process and choosing school where they can flourish. The Guidance counselor meets with the ESL teacher to go over student needs as well as any pertinent information necessary on individual students to ensure high school success. School information is reviewed as it is sent to us on the new school that cater to ELLs. As a matter of fact, we had a new ELL get accepted to a private high school last year!

4. Every Wednesday we have an 50 minutes of professional development. This year we are targeting how to set up language goals and scaffold instruction with the new CCLS initiative. Throughout the course of the year, we plan to focus on ELLs during this professional development time in order to comply with Jose P. requirements. Our weekly professional development agendas are kept on our faculty website.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. It is a goal of our school to create a sense of community. In order to work towards this goal, we welcome parents to attend family orientations, parent teacher nights, scholar achievement celebrations, monthly PTA meetings, and monthly workshops. Parents are free to come to the school to meet with teachers, our Parent Coordinator or any other administrator to discuss the needs of their children. We are also in the process of creating class websites so that all parents are able view class updates and assignments. We have numerous in-house staff that are English-Spanish bilingual who help our ELL students and their families during parent teacher nights, IEP meetings, and orientations. All school notices and program information are written in the native language of the families. If translations are necessary for a language other than Spanish, we first reach out to our staff then to the staff of the other two schools in our building for someone who speaks said language. If we do not have a translator on premises, we use the translation services provided by the department of education.
  2. Our Parent Coordinator also provides information about ESL classes offered in the New York Public Library. Our Parent Coordinator is bilingual and regularly available to make sure parents stay informed in their native language. Our ELL population is primarily Spanish speaking. The few ELL families that are not Spanish speakers end to have a parent or guardian that is fluent in English for translation support.
  3. At the beginning of the school year, our Parent Coordinator sends a survey home to every family. The survey is in English and Spanish. The Survey is from The Leadership Program and it outlines many topics that may be of interest to parents such as: parenting skills, health, art, academic and employment tools, and issues that our students may be dealing with (bullying, gangs, drug abuse,...etc.) Once the school receives this survey back, workshops are planned based on parent interest. Our Parent Coordinator also communicates with families via phone or in person. During these interactions, she is able to evaluate the needs of many parents. Our Parent Coordinator is bilingual in Spanish and English so she is able to work with the majority of our ELL families in their native language. In addition to the usual parent teacher nights held at Bronx Math, teachers also call the families of their students regularly.
  4. As described above, our parental workshops are chosen based on feedback received from a survey as well as other issues that come up throughout the school year. Based on parental needs, this year we are hosting workshops on gang awareness, stress management, personal, organization, conflict and anger management, health and fitness, and creativity.

## 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)
Anya Munce-Jarret	Principal		1/1/01
Iris Nadal	Assistant Principal		1/1/01
Maritza Colon	Parent Coordinator		1/1/01
Theresa Middleton	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Kyra Narain-Lloyd	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: **8x375** School Name: **The Bronx Mathematics Preparatory**

Cluster: **6** Network: **608**

**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**

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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.

Our school's written translation and oral interpretation needs are assessed based on the Parent/Guardian Home Language Identification Surveys (HLIS). All information collected from the HLIS is entered into ATS. In addition, we have distributed the Preferred Language Form to all parents at the beginning of the school year. Currently, 60.3% of our population is Hispanic, so we are aware that a considerable proportion of our families require Spanish language translations of important documents, notices and assistance during Parent-Teacher meetings. We do have some parents who speak languages other than Spanish at home, however these families also are bilingual in 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.

From our data collected in ATS, we are aware of a high population of students with Spanish as their home language - 60.3% of our population. These findings have been reported to the community by providing messages on our school website in English and in Spanish and by providing robo calls in both languages as well as notices sent to the homes of the students. We also notified all parents interested in our school during the Middle School fair. We have members of our school community on-site ready to translate and help all families stay informed.

## Part B: Strategies and Activities

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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.

We have in-house staff who are capable of translating written documents from English to Spanish. We also are aware and use the many translated documents available on the NYC Department of Education website. If we have a lengthy document that needs to be translated or if we find in the future that we need a document in a language other than Spanish, we will request the translation from an outside source.

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.

Our oral interpretation services are provided by in-house school staff, including our Parent Coordinator and Assistant Principal. We provide robo calls in English and in Spanish to keep families informed of day to day events. During Parent Teacher conferences, IEP meetings, and discipline meetings, staff members are available to translate. Monthly workshops and PTA meetings are facilitated by our bilingual Parent Coordinator. If we do not have a translator that can meet the needs of our families, then we will contact the Language Translation and Interpretation Unit.

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

In order to fulfill Section VII of the Chancellor's Regulations A-663 we will do the following: provide oral and written translation services by inhouse staff or by an outside source if needed, collect Preferred Language Forms from all families, maintain primary language data in ATS, provide critical letters and critical documents in translation including the Bill of Parent Rights and Responsibilities, and certain school staff will attend training on language support.



**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.

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

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

Part A: School Information	
Name of School: <u>TBMPS</u>	DBN: <u>08x375</u>
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: <u>28</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 1  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 0

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:

Rationale:

The ELLs will be provided supplementary instruction to support their learning and help them to successfully meet the criteria set forth in the new Common Core Learning Standards. This instruction will take place during afterschool on Wednsdays and Thursdays.

Subgroups and grade levels of students to be served:

Students will be grouped according to their language needs as assessed by the NYSLAT. The groups are arranged by levels of allocation rather than by grade to better serve the students. The students participating in these groups are in sixth, seventh and eighth grade. Ther will be approximatley 20 students participating in the program. The groups have been established and configured to meet the language needs of each group and to best serve the population.

Language of Instruction:

All students will be taught in English by the ESL teacher.

# and types of certified teachers:

The certified ESL teacher will be providing instruction to the students. A supervisor will be provided to over see the program. An administrator will be paid to oversee the Title III program using Title III funds, since this is the only program running in the building at the time.

Types of materials:

The students will be attending after school on Wednsdays and Thursdays for two hours. The program will begin on November 5,2014 and run until March 27, 2015, It will take place from 2:45-4:45 pm. The intermediate and advanced ELLs will be taught through a book club. They will be using "Seedfolks" and "The Circuit". This will allow for discussion and enrichment. The focus will be on language and vocabulary acquisition through discussion and writing activities.The beginners will be instructed using the Language Proficiency Intervention Kit. This kit is a dual language kit, which contains leveled trade books as well as an audio portion of the program. This program will be used to enhance vocabulary, fluency and comprehension in English. Some of the beginners will use Access Code. This program will benefit the students that need help with phonics, decoding and the alphabet for those students whose first language may have a different alphabet than English. All of the Ells will also be supported with Learnzillion to practice and support their mathematical skills.

## 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:

Plus the students will attend from 9am to 12pm the three Saturdays before the ELA and Math Exam in the spring.

Rationale:

In order to support the content area teachers in their efforts to effectively teach the ELLs, a series of workshops will be conducted once a month during subject meeting to go over strategies and scaffolds that can be used to support the ELL learners in their content area learning.

Teachers to receive training:

These workshops will include ongoing regularly scheduled professional development to help the classroom teachers understand the language acquisition process and to give them key strategies they can use and add to their lessons.

The focus will be to introduce and educate the teachers on the three types of ELLs and the implications that has on instruction. This will take place over the course of five 50 minute sessions beginning on November 3, 2014. The teachers will also be trained on how language acquisition is obtained. They will learn techniques to better support the growth of academic language in the students they service on November 11, 2014. It will also help them to understand ways to get ELLs engaged in content area learning, and to give them strategies to help build the academic English Vocabulary of the ELL students they service. This will take place during two 45 -minute content area meetings in the last week of school on February 11<sup>th</sup> and 18<sup>th</sup>. They will also receive professional development on tips on how to work effectively with ELLs in the content areas. This will take two 50- minute session on March 9, 2015 and March 16, 2015.

Rationale:

Training will also be provided by Creative Solutions focusing on supporting ELLs' language acquisition

Duration:

Starting September of 2014 and continuing the second Wed of the Month plus 2 PD days.

Topics:

1. The development of classrooms that are print rich. (A print-rich environment includes access to books and reference materials, labels and posters, and student work on bulletin boards)
2. The active use of Word walls organized by alphabet and phonetic sounds, new vocabulary words, sight words, grammar rules, conversational phrases, and writing structures.
3. Awareness of native language influences in relation to cognates and pronunciation and supporting students by providing a model of how to use sounds, structures, and vocabulary correctly in English.
4. Communicating effectively with students: Avoiding slang and idiomatic expressions and speaking clearly and naturally, without going too quickly or slowly.
5. Aiding student comprehension by scaffolding language (providing extra supports such as graphic organizers, visuals, etc.). Identify key concepts, vocabulary words, and references before the lesson, and give students as much time and practice with the new material as possible before starting the lesson.

### Part C: Professional Development

6. Close and shared reading with a focus on fluency and academic language, previewing the text, teaching grammatical structures relevant to a particular content and showing how the targeted academic language is used in reading, writing, speaking, and listening.
7. Identifying patterns in words
8. Promoting Cooperative learning activities and peer interaction
9. Providing timely and constructive and effective feedback to student progress.
10. Supporting students to become meta- cognitively aware about the errors they

Topic : Cultural Responsiveness Supports for ELLs with Disabilities

Rationale:To better service the ELLs with disabilities in our school

Date: November 11, 2014

Time: 9-3

Name of Provider: DOE

Audience:Mr. Saunders

ESL Teacher training:

The ESL teacher, Ms. Middleton, will attend the traing with Creative Solutions as well as also attending workshops offered by the Office of English Language Learners. She will attend the ECET2 national conference from October 24-26 and training through the MSQI program.

### 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:

Rationale:

Recognizing the importance of parent enggement in the success of any student, especially those students struggling to aqire a new language, parent meetings and workshops will be set up. These workshops will be facillitated by the ESL teacher (MS. Middleton) and the AP overseeing the ELL program(MS. Nadal).

Schedule and Duration:

Topic 1: Welcome and Celebration of hispanic Heritage Month

Rationale: Greet parents and welocme them to our school

Date:September 18, 2014

Time: 6-8

Name of Provider: x375 Principal, Assisstant Pricipals, Parent Coordinator and teaching Staff

## **Part D: Parental Engagement Activities**

Audience: All parents and specific ELL welcome and information session conducted by MS. Middleton, ESL Teacher.

Topic 2: High school application process

Rationale: To assist parents in choosing high schools and filling out the application

Date: September 27,2014

Time: 11:00 am-12:00pm

Name of Provider: Mr. Saunders

Audience: Parents of 8<sup>th</sup> grade ELLs

Topic 3: Basic English Language Instruction for parents

Rationale: Parents have requested a class to learn English in order to help their children

Date: Tuesdays starting December 2, 2014 until March 25,2015

Time: 3:00- 3:45pm

Name of Provider: Ms. Perniciaro

Audience: Parents of ELLs

Topic 4: Literacy progress based on the DRP and running records

Rationale:To share the progress of the students with the parents and to provide them with ways to help them at home.

Date: January 20,2015

Time: 2:40- 3:10pm

Name of Provider: Ms. Brady, Data Specialist

Audience: Parents of ELLs

Topics to be covered:

Parents will be educated on the programs in the school which have been set up to support the ELL learners. Of course the parents will be informed on the progress their child has made along with the goals for future learning. The parents will also be given information on how they can assist their children on the road to English proficiency. In addition to the parents will learn about the common core requirements as well as the new promotional requirements set forth by the DOE. These sessions will be 45- 50 minutes in length.

Notification of parents:

The parents will be notified via mail, flyers distributed in school to students and follow up phone calls.

Topics to be covered:

Parents will be educated on the programs in the school which have been set up to support the ELL learners. Of course the parents will be informed on the progress their child has made along with the goals for future learning specifically on the interim assessments and the DRP. The parents will also be given information on how they can assist their children on the road to English proficiency. In addition to the parents will learn about the common core requirements as well as the new promotional requirements set forth by the DOE. These sessions will be 45- 50 minutes in length.

**Part D: Parental Engagement Activities**

Noification of parents:

The parents will be notified via mail, flyers distributed in school to students and follow up phone calls.

**Part E: Budget**

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

Allocation Amount: \$0

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"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____