



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

DRAFT: PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

08x376

School Name:

ANTONIA PANTOJA PREPARATORY ACADEMY

Principal:

Junghyun Kym

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- I. Section 5A Capacity Framework Element - Rigorous Instruction
- II. Section 5B Capacity Framework Element - Supportive Environment
- III. Section 5C Capacity Framework Element - Collaborative Teachers
- IV. Section 5D Capacity Framework Element - Effective School Leadership
- V. Section 5E Capacity Framework Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Antonia Pantoja Preparatory Academy School Number (DBN): 08x376
School Level: Middle School/ High School Grades Served: 6-12
School Address: 1980 Lafayette Avenue Bronx, NY 10473
Phone Number: (718) 824-3152 Fax: (718) 824-3543
School Contact Person: Junghyun Kym Email Address: JKym@schools.nyc.gov
Principal: Junghyun Kym
UFT Chapter Leader: Vincent Wojsnis
Parents' Association President: Elena Vila
School Leadership Team
Chairperson: Ana Garcia
Student Representative(s): _____

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: (917) 797-3983 Fax: (718) 828-6239

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 603 Network Leader: Lawrence Pendergast

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)
Junghyun Kym	*Principal or Designee	
Vincent Wojsnis	*UFT Chapter Leader or Designee	
Elena Vila	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Tequan Smith	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Nilka Rivera	CBO Representative, if applicable	
Ana Garcia	Member/ Teacher	
Elissa Montas	Member/ Teacher	
Daniel Gordon	Member/ Teacher	
Christina Carreras	Member/ Parent	
Raquel Smith	Member/ Parent	
Jennifer Rosa	Member/ Parent	
Sonja Burns	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
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

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.

T
T
T
T
T
T

NYCDOE’s Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

- 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.

I. School Context

Antonia Pantoja Preparatory Academy (APPA) is located in the Soundview section of the Bronx and is co-located on the Adlai Stevenson Campus. APPA serves approximately 450 students in grades 6-12, with about 210 students on register for middle school and about 240 students on register for high school. APPA is currently in its 8th year and will graduate its 6th middle school cohort and its 2nd high school cohort at the end of this school year.

The demographic information for our current students is as follows:

- 49% males and 51% females
- 5.8% Asian or Pacific Islander
- 68% Hispanic
- 24% Black
- 1% American Indian or Alaskan Native
- .2% Native Hawaiian or other Pacific Islander
- 1% White
- 27% Special Education
- 13.5% English Language Learners

The school was founded on the principles espoused by Antonia Pantoja, the person for whom the school was named. The school's mission focuses on empowering students with a purposeful education and appropriate skills that allow APPA graduates to successfully navigate a society that is increasingly diverse, technological, and multicultural. In order to prepare students for such a reality, the academic priorities are supported with integrated service learning. Through the school's curriculum and service learning experiences, the goal is to foster students who value citizenship, scholarship, and integrity, the core values of the school.

The 6-12 model affords the school more time to nurture students to meet the expectations of the school mission. The school has been working on creating a cohesive 7 year plan through innovative programming, strong partnerships, and creative service learning opportunities.

APPA's innovative programming decisions center around the following:

- blocked double periods of ELA and math for all students in grades 6-12 in order for students to navigate the changes of the Common Core Learning Standards and expectations
- providing teachers in all core content courses (ELA, math, social studies, and science) 5 periods per week to meet in Professional Learning Communities and common plan
- accelerating students in 8th grade by offering high school courses such as Common Core Algebra, US History, and Earth Science
- co-teaching model classes with 2 general education teachers in courses such as physics, earth science, Common Core Algebra, and ELA
- including rigorous curricula for high school students by adding courses such as physics, AP Language and Composition, and AP Calculus

APPA also continues to foster strong partnerships to address the social-emotional needs of our students.

- The Young Men's Christian Association (YMCA) has been the school's main Community Based Organization (CBO) since 2010. The organization serves approximately 100 students and provides them

with homework help and extracurricular activities. The YMCA also runs the Y Scholars program where YMCA employees assist teachers in their classes throughout the regular school day.

- New York University School of Social Work Step Up Program provides individual and group counseling to support students' academic and/ or social emotional needs.
- Good Shepherd Services Ernst and Young Mentoring Program matches students with mentors from the company to develop positive one-on-one, career focused relationships with students.
- Healing Arts Initiative through the Department of Education's Office of Youth Development focuses on providing support for students in temporary housing.

As part of the school's mission, APPA offers students with service learning opportunities. Such initiatives include:

- The Big Sib/ 'Lil Sib program where middle school students are matched with high school students who act as mentors and tutors.
- Community Service where students assist faculty and staff with the needs of the school and provide them with opportunities to gain workplace learning experience.

II. School Strengths, Accomplishments, and Challenges

One of the school's strength is the longstanding partnership that we've had with the YMCA. This partnership provides both the academic and social-emotional supports that students need. The YMCA does not only provide support after school, but the addition of the Y Scholar Program allows the Y staff to truly be part of the APPA community as they assist teachers and students during the school day within classes.

Additionally, 78% of the current teaching staff was retained from the previous year and 82% of those teachers retained received a rating of Effective or Highly Effective based on the Danielson Framework. On the other hand, a major challenge is the fact that the student data is disconnected to teacher ratings. The State Assessment data indicates that after one year of instruction at APPA, 16% of 7th graders were proficient (Levels 3 or 4) on the ELA exam and only 8% on the math exam. The data shows that 8th graders also had the same percentages of proficiency, 16% in ELA and 8% in math, after 2 years of instruction at APPA. In the high school, only 59% of its first cohort graduated by August 2014.

Another challenge that the APPA community faced this year was a change in administration when the founding principal, Nancy Diaz, left the school after 7 years. The faculty and staff are challenged with the new changes that have been implemented especially around building their capacity to work in teacher teams and teaching in 90 minute blocks for ELA and math classes. While the school has been working on incorporating the CCLS into the curriculum, the transition has been inconsistent among different departments.

III. DTSDE Tenets

Based on the feedback from the 2013-2014 Alternate School Quality Review, the areas where the school demonstrated growth was in Tenet 2: School Leader Practices and Decisions and Tenet 5: Student Social and Emotional Developmental Health. Specifically, the growth area was in 2.4 around observing teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection. This was evidenced in the 82% of teachers from the previous year who received an Effective or Highly Effective end of year rating. Within Tenet 5, the specific area of growth was in 5.2 around maintaining a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults. This was attributed to the strong partnerships within the school along with the PBIS program.

Our instructional focus for this year is aligned to Tenet 3.3: teachers ensure that unit and lesson plans are appropriately aligned to the CCLS and introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content. We are leveraging Monday Professional Development time and our PLCs to refine and revise curriculum so that unit and lesson plans culminate in rigorous performance tasks, whose rubrics enable students to see how their work meets the demands of the CCLS or where it needs improvement.

08X376 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	455	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				1
Types and Number of Special Education Classes (2014-15)				
# Special Classes	9	# SETSS	N/A	# Integrated Collaborative Teaching
				31
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	N/A	# Drama
# Foreign Language	8	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	81.3%	% Attendance Rate		86.7%
% Free Lunch	63.3%	% Reduced Lunch		1.5%
% Limited English Proficient	9.9%	% Students with Disabilities		28.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		23.8%
% Hispanic or Latino	70.6%	% Asian or Native Hawaiian/Pacific Islander		4.5%
% White	0.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.25	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		19.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		1.61
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	17.8%	Mathematics Performance at levels 3 & 4		15.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		57.6%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	55.2%	Mathematics Performance at levels 3 & 4		50.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	55.0%	% of 2nd year students who earned 10+ credits		68.6%
% of 3rd year students who earned 10+ credits	62.5%	4 Year Graduation Rate		59.3%
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (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	YES	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		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

08X376 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	455	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				1
Types and Number of Special Education Classes (2014-15)				
# Special Classes	9	# SETSS	N/A	# Integrated Collaborative Teaching
				31
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	N/A	# Drama
# Foreign Language	8	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	81.3%	% Attendance Rate		86.7%
% Free Lunch	63.3%	% Reduced Lunch		1.5%
% Limited English Proficient	9.9%	% Students with Disabilities		28.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		23.8%
% Hispanic or Latino	70.6%	% Asian or Native Hawaiian/Pacific Islander		4.5%
% White	0.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.25	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		19.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		1.61
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	17.8%	Mathematics Performance at levels 3 & 4		15.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		57.6%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	55.2%	Mathematics Performance at levels 3 & 4		50.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	55.0%	% of 2nd year students who earned 10+ credits		68.6%
% of 3rd year students who earned 10+ credits	62.5%	4 Year Graduation Rate		59.3%
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (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	YES	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		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

08X376 School Information Sheet

School Configuration (2014-15)

Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	455	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	1
Types and Number of Special Education Classes (2014-15)					
# Special Classes	9	# SETSS	N/A	# Integrated Collaborative Teaching	31
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	N/A	# Drama	7
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	81.3%	% Attendance Rate			86.7%
% Free Lunch	63.3%	% Reduced Lunch			1.5%
% Limited English Proficient	9.9%	% Students with Disabilities			28.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			23.8%
% Hispanic or Latino	70.6%	% Asian or Native Hawaiian/Pacific Islander			4.5%
% White	0.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.25	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			19.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			1.61
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	17.8%	Mathematics Performance at levels 3 & 4			15.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			57.6%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	55.2%	Mathematics Performance at levels 3 & 4			50.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	55.0%	% of 2nd year students who earned 10+ credits			68.6%
% of 3rd year students who earned 10+ credits	62.5%	4 Year Graduation Rate			59.3%
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (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	YES	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			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. 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. 		
<p>Tenet 3: Rigorous Instruction</p> <ol style="list-style-type: none"> Based on the Alternate QR, the school needs to continue to work in teachers teams to refine and revise curriculum so that unit and lesson plans culminate in rigorous performance tasks, whose rubrics enable students to see how their work meets the demands of the CCLS. The school needs to leverage the Monday professional development plan to focus on providing teachers with support around designing coherent instruction aligned to CCLS and the school’s instructional focus. Teachers will continue to engage in working within their department and grade teams to look at lesson plans and student work, specifically looking to see evidence of higher order thinking as defined by DOK and Hess’s Cognitive Matrix. Teachers need to meet in PLCs (both vertical and horizontal) and focus on aligning CCLS across grades 6-12. To support all learners, special education and ELL teachers will continue to provide differentiation strategies during these meetings as teachers discuss units of study and lesson plans. The school needs to have systems and structures around assessment, such as a school wide assessment calendar. Teachers will need to administer and analyze pre-assessments and post-assessments that align to rigorous performance tasks. In order to improve in Tenet 3, teachers need support in building their capacity in aligning their curriculum to the CCLS. Currently the school is using CMP3 and Expeditionary Learning in the MS and Engage in the high school and need professional development around the school’s curricular choices. 		

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.

During the 2014-15 school year, our content teams will continue to work together to increase the rigor and coherence of our curricula so that it is strongly aligned to the CCLS and the instructional shifts which will result in a 5% increase of middle school students moving one level on the State Assessments by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> III. Research-based instructional programs, professional development, and/or systems and structures needed to impact change IV. 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). V. Strategies to increase parent involvement and engagement VI. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The yearly Monday professional development plan focuses on providing teachers with support around designing coherent instruction aligned to CCLS and the school’s instructional focus. Teachers will engage in working within their department and grade teams to analyze lesson plans and student work, specifically looking for evidence of higher order thinking as defined by DOK and Hess’s Cognitive Matrix to increase rigor.	Teachers	September 2014 to June 2015	Principal Assistant Principal Department Chairs
During Monday professional development, special education and ELL teachers provide differentiation strategies for teachers to bring back to PLCs to further review lesson plans and tasks.	Teachers	September 2014 to June 2015	Principal Assistant Principal
Programming decisions provide students and teachers with support around Common Core shifts. For examples, 90-minute classes in ELA and math provide students with more time on task to meet the Common Core instructional shifts. Additionally, the co-teaching model inclusive of ICT classes as well as 2 general education teachers in classes whenever possible, allows teachers to work collaboratively and share their knowledge.	Teachers Students	September 2014 to June 2015	Principal Assistant Principal
During Saturday Regents Prep and after school tutoring, teachers will use CCLS aligned curriculum materials.	Students	December-January and May-June	Principal Assistant Principal Teachers

Part 4 – Resources Needed

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

Students will receive double periods of ELA and Math
 -Additional teachers were hired in order to implement the block schedules for ELA and math

-A professional development committee will be assembled to help develop and implement a professional development plan for the year
 -Tax Levy and Title I funds were used to hire teachers and begin a Saturday Regents prep program and after school tutoring program.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
---	-----------------	---	----------------------	--	------------------------	--	------------------	--	------------------	--	----------------------	--	---------------

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

--

Part 6 – Progress Monitoring

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

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

The January Regents will be used as a mid-point benchmark to monitor progress toward meeting this goal by June 2015.

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

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
--	--	-----	--	----

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	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.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

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

- The Alternate QR indicates that the school needs to continue to find innovative ways to engender buy-in amongst students, through programs such as PBIS, so that all members of the school community are a part of a deliberate system that reinforces positive academic and personal behaviors for all students.
- The school needs to strengthen partnerships with programs such as the YMCA and Step Up to provide socio-emotional supports. Additionally, the school needs to develop a Case Management Team where a group of individuals discuss students who are at risk and implement a plan of action to support them.
- The school needs to assess the School Learning Environment Survey as well as perform a mid-year assessment around the environment and culture and use that data to address the social and emotional needs of students. This is a practice that has not been consistent at the school.
- The school also needs to find innovative ways to bridge the MS and HS so that there is cohesion within the 6-12 model. Part of this work involves creating opportunities for strategic and purposeful interactions and activities between students in the MS and HS, such as school wide assemblies and mentoring programs. One of the programs that have been implemented is the Big Sib/ ‘Lil Sib program where HS students mentor and support MS students who have been identified as at risk. Big Sibs help tutor their ‘Lil Sibs during lunch and after school. Additionally, there are monthly activities to strengthen the Big Sib/ ‘Lil Sib relationship.

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.

During the 2014-15 school year, there will be an overall increase from 64% to 75% on the school’s learning environment survey (LES) around the indicator that “most of teaching staff at my school make me excited about learning.”

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> II. Research-based instructional programs, professional development, and/or systems and structures needed to impact change III. 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). IV. Strategies to increase parent involvement and engagement V. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In order to address the social emotional needs of our students, we have partnered with YMCA to work with our students both during the day and after school. During the day, YMCA staff members work with teachers in the classrooms to help students remain on task and provide a secondary instructional resource.</p> <p>Step Up works closely with our high school students to monitor their academic and social progress. Their goal is to “connect young people with mental health clinical supports, positive young adult role models, supported internships, employment opportunities and non-stigmatizing family-level interventions. The ultimate goal of STEP-UP is to offer intensive programming for young people within their natural contexts (home, school and community) in order to organize supports geared towards high school graduation, college preparedness and eventual employment success.”</p>	<p>Students</p>	<p>Ongoing</p>	<p>Principal Assistant Principal School Counselors YMCA</p>
<p>Rather than suspend students for low level infractions, we ask that they work within the school community to enrich the environment and provide additional support. Tasks include creating bulletin board displays in and out of the classroom, answering telephones, delivering messages, and preparing for school events. We hope this will foster a vested interest from the student while giving staff members the opportunity to determine preventive strategies to avoid future infractions.</p>	<p>Students</p>	<p>Ongoing</p>	<p>Principal Assistant Principal</p>
<p>School counselors work closely with all students to set academic expectations and monitor progress towards reaching those goals, teach strategies towards positive behavior modification.</p>	<p>Students</p>	<p>Ongoing</p>	<p>School Counselor(s)</p>
<p>The school will continue to provide social emotional supports through the following:</p> <ul style="list-style-type: none"> ● Positive Behaviors Interventions and Supports (PBIS) ● Big Sib/’Lil Sib program ● Ernst and Young Mentoring Program 	<p>Students</p>	<p>Ongoing</p>	<p>Principal School Counselor(s)</p>

<ul style="list-style-type: none"> NYU Step Up 			
The school will provide a learning environment survey mid-year to assess the progress we are making around our SCEP goal.	Students Parents Teachers	Mid-year	Principal Department Chairs APs Guidance Counselors Parent Coordinator

Part 4 – Resources Needed

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

School Personnel (currently in place)

Partnerships with Community Based Organizations (currently in place)

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		Title III		P/F Set-aside		Grants
---	-----------------	---	----------------------	--	------------------------	--	------------------	--	------------------	--	----------------------	--	---------------

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

Application for a service grant is in process.

Part 6 – Progress Monitoring

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

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

- Progress towards meeting goal will be monitored through student participation in various programs (i.e. YMCA, Step Up, etc.) throughout the school year.
- Middle school student pass rate should increase semester to semester based on the mentoring relationships established between students through the Big Sib/Lil Sib program.

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

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
--	--	-----	--	----

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

Part 1b. Needs/Areas for Improvement:

- 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.

- According to the Alternate Quality Review, schools needs to continue to refine teacher practice so that teachers stimulate student thinking by asking questions through the use of adaptive CCLS instructive materials that contain high levels of text and content complexity so that all student can access rigorous and engaging content.
- Teachers need strong PD around how to implement the curricula such as CMP3, Expeditionary Learning, and Engage. They need a better understanding of the curriculum so that they know how to implement and refine it for the needs of their students.
- Teachers need PD around how to create, analyze, and use assessment data to inform instructional decisions. While the school has implemented a school wide assessment calendar, teachers need support around how to use student data to strategically group students, monitor progress, and differentiate instruction.
- The school needs a cohesive system of classroom routines around daily formative assessments to monitor student progress to inform instructional decisions.

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.

During the 2014-15 school year, teachers will be provided with ongoing feedback around their content knowledge and pedagogy to improve their instructional practices and promote high levels of engagement that will result in a 5% increase in high school credit accumulation from semester one to semester 2.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> IV. Research-based instructional programs, professional development, and/or systems and structures needed to impact change V. 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). VI. Strategies to increase parent involvement and engagement VII. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>During one-on-one observation feedback, the alignment of what students are learning goes back to the question of how it is aligned to the school’s instructional focus.</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>Principal Assistant Principal</p>
<p>The Monday Professional Development is geared towards the alignment of what teachers are doing and what students are learning to the school’s instructional focus.</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>Principal Assistant Principal</p>
<p>Teachers will be given the opportunity to observe their colleagues using the Danielson framework to gain a better understanding of the rubric and supporting evidence for each component.</p> <p>Inter-visitations will be used to clarify the roles of each teacher in the co-teaching model. They will also be used as professional learning where teachers better understand the school-wide instructional practices and observe the school’s strengths and areas for improvement.</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>Principal Assistant Principal</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Personnel Professional Development</p>

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> 8) Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 9) Specify a timeframe for mid-point progress monitoring activities.

Progress will be monitored through observations and their accompanying debrief meeting, lesson plans, assessments, student work, teacher team meetings, and teacher generated “guiding questions” for inter-visitations and follow-up professional development strategies.

Part 6b. Complete in February 2015.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?

Yes

No

• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(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).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	D
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

Part 1b. Needs/Areas for Improvement:

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

- 1) The school leader has engaged in the process of sharing the state of the school with the School Leadership Team. The SLT has discussed the previous year’s SCEP and multiple points of data to develop the goals for 2014-2015.
- 2) The school leader analyzes multiple points of data such as attendance, scholarship, state assessments, classroom observation, and credit accumulation to examine and improve individual and school-wide practices. The school leader has also engaged in data analysis during professional development with the school faculty.
- 3) The school leader has a clear observation calendar and a system of analyzing teacher progress. One of the areas of improvement is to provide teachers with timely written feedback and have systems for holding teachers accountable.
- 4) Informed by multiple sets of data, the school leader has made strategic decisions based on the needs of students. The school leader has been challenged with the limited amount of time to assess the state of the school and so has had to make decisions based on limited knowledge.

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.

To increase 75% of teachers improving in at least one Danielson component on the HEDI rating from the initial round of observations starting from September 2014 to June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 6) Research-based instructional programs, professional development, and/or systems and structures needed to impact change 7) 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). 8) Strategies to increase parent involvement and engagement 9) Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The SLT will review the SCEP periodically throughout the year to make adjustments and assess the school’s progress in meeting the school goals.	SLT Members	On-going	Principal SLT Members
The school leader will meet with the school cabinet, guidance team, attendance team, and individual teachers to discuss and analyze specific data points and discuss progress of meeting established goals. Based on the data, goals and action plans will be adjusted.	Students Teachers	On-going	Principal AP Guidance Counselors Attendance Teacher All Teachers
The school leader will utilize ADVANCE to determine progress around teacher observations. The school leader will review and analyze ADVANCE data to make strategic decisions around teacher support. The school leader and individual teachers will work to discuss goals and next steps based on classroom observations.	Teachers	On-going	Principal AP Teachers
The school leader along with the guidance team and the APs will make programming decisions for the 2nd semester based on student needs which will be determined through the following data points: 1) scholarship report, 2) credit accumulation, 3) ADVANCE and 4) January Regents.	Students Teachers	Jan./Feb. 2015	Principal AP Guidance Counselors Programmer

Part 4 – Resources Needed

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

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

Part 6 – Progress Monitoring

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

- 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.

ADVANCE data will be used to determine progress toward meeting this school.

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

1) Did the school meet the mid-point benchmark(s) in the timeframe specified?

Yes

No

2) If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

- 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.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

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

- The school needs to strengthen systems of communication with families and community stakeholders by providing focused parent workshops, updating the school’s website, and using a systematized grading system that is used by the entire staff. The school currently uses systems such as school messenger, letters, and monthly calendars of events.
- The school uses parent teacher conferences as a forum to speak about student progress. Scholarship data is used to inform areas for student improvement and next steps, such as after school tutoring.
- Parent Association meetings have focused on communicating the rationale around school decisions that have been informed by school data. These meetings have also served as a forum for parents to voice their concerns and their vision for the school.
- The school also leveraged its partnerships to build community. The YMCA is an example of utilizing community resources to support the needs of students, families, and faculty. Kips Bay is also a community organization where students and families can receive additional support.

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.

During the 2014-15 school year, there will be increased communication with parents through Engrade, individual conferences with the guidance counselor, and workshops around high school requirements and transcript review that will yield a 5% increase in students meeting the college and career benchmark in either the ELA Regents or the math Regents by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 11) Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12) 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). 13) Strategies to increase parent involvement and engagement 14) Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Parents will be engaged through monthly meetings and/or events. This includes meetings to discuss student progress and academic expectations, financial aid workshops, parent and student advisement around the college application process and requirements for acceptance.	Parents Students	Ongoing	Assistant Principal School Counselor(s) Parent Coordinator
Workshops for parents and students with IEP's and the ELL population to establish expectations and provide information around student/parent rights.	Parents Students	Ongoing	Assistant Principal School Teachers Parent Coordinator
Teachers will communicate student academic progress through Engrade, phone calls, and conferences. Students will be supported to be on track through ongoing teacher/parent communication and guidance counselor/ parent communication.	Students Parents	Ongoing	Assistant Principal Teachers Guidance Counselors Parent Coordinator

Part 4 – Resources Needed

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

The current school personnel will be used to disseminate information to parents and students. Events will work around our current school schedule.

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		Title III	P/F Set-aside		Grants
---	----------	---	---------------	--	-----------------	--	-----------	--	-----------	---------------	--	--------

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

--

Part 6 – Progress Monitoring

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

- 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.

The January 2015 Regents data will be used to measure the school’s progress in meeting this 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 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> ● Low credit accumulation ● Scholarship Reports ● Low Regents Scores ● Attendance 	<ul style="list-style-type: none"> ● 100 Book Challenge (6th-8th Grade) ● iReady (6th-8th Grade) ● CCLS aligned tasks ● SCANTRON ● Individualized portfolio of work to fill in learning gaps 	<ul style="list-style-type: none"> ● Saturday Regents Prep ● Apex Credit Recovery ● After School Tutoring ● Small Group Instruction (6th-12th) ● SETTS 	During the school day, After school and Saturday
Mathematics	<ul style="list-style-type: none"> ● Low credit accumulation ● Scholarship Reports ● Low Regents Scores ● Attendance 	Individualized goal work based on interim assessments aligned to standards	<ul style="list-style-type: none"> ● Saturday Regents Prep ● Apex Credit Recovery ● Small Group Instruction (6th-12th) ● SETTS 	During the school day, After school and Saturday
Science	<ul style="list-style-type: none"> ● Low credit accumulation ● Scholarship Reports ● Low Regents Scores ● Attendance 	Individualized goal work based on interim assessments aligned to standards	<ul style="list-style-type: none"> ● Saturday Regents Prep ● Apex Credit Recovery ● Small Group Instruction (6th-12th) ● SETTS 	During the school day, After school and Saturday
Social Studies	<ul style="list-style-type: none"> ● Low credit accumulation ● Scholarship Reports ● Low Regents Scores ● Attendance 	<ul style="list-style-type: none"> ● 100 Book Challenge (6th-8th Grade) ● iReady (6th-8th Grade) ● Small Group Instruction (6th-12th) ● SETTS 	<ul style="list-style-type: none"> ● Saturday Regents Prep ● Apex Credit Recovery ● Small Group Instruction (6th-12th)] ● SETTS 	During the school day, After school and Saturday
At-risk services (e.g. provided by	<ul style="list-style-type: none"> ● credited ● No attempt or 	Individualized goal work based on social and	Small group and 1:1 counseling	During the school day, After school

<i>the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	not passed on Regents <ul style="list-style-type: none"> ● Repeated OORS incidents ● Attendance below 80% or chronically absent ● Academic and social emotional 	emotional goals for IEP's and established in individual conferences		and Saturday
--	--	---	--	--------------

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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.
<p>There are several strategies that APPA utilizes to support that staff is highly qualified:</p> <ol style="list-style-type: none"> 3) Experienced teachers who received a rating of Effective or Highly Effective mentor 1st and 2nd year teachers. Mentoring includes providing feedback on classroom observations and looking at lesson plans and student work together. 4) First year teachers meet with the principal at least 2 times per month and get support around instruction and concerns and issues they may have. 5) All teachers receive professional development on Mondays and have 5 periods per week to engage in PLCs. PLCs provide teachers with an opportunity to engage in collaborative work with colleagues. 6) All teachers are also provided with opportunities to attend outside the building PD. These PDs include those provided by the DOE, the Network, and College Board. 7) All teachers also receive one-on-one feedback on classroom observations that is timely and actionable.

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).
<p>School administrators provide professional learning throughout the year for all staff. APPA is currently in the process of hiring an outside consultant to provide PD, specifically around the school's curricular choices of CMP3 and Expeditionary Learning. The Network also provides professional development around instruction for specific content. As part of the I3 model from the NYC Leadership Academy (NYCLA), the principal and assistant principal receive coaching from a NYCLA coach.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The assessment calendar speaks to the need of pre-assessments and summative assessments. The rationale behind this cycle is to determine what students already know and what they still need to know in order to make instructional decisions around the planning of the unit and the lessons within the unit. Additionally, the pre-assessment and summative assessment allows students and teachers to know the extent to which students mastered the standards within the unit and students growth over time. The coherence of midterms and finals allows teachers to understand more holistically the gaps that students across the grades have, which should then inform their decisions around curricula revisions.

The appropriate classroom assessments are determined by teachers. Professional development is provided around designing assessments that align with the CCLS to yield the desired learning outcomes.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$379,221	X	12, 14, 17
Title I School Improvement 1003(a)	Federal	0		

Title I Priority and Focus School Improvement Funds	Federal	\$90,874	X	14
Title II, Part A	Federal	0		
Title III, Part A	Federal	\$11,200		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	\$11,200	X	12, 14

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 08	Borough Bronx	School Number 376
School Name ANTONIA PANTOJA PREPARATORY ACADEMY		

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 Nancy J. Diaz	Assistant Principal Nancy Sotomayor-Einstein
Coach N/A	Coach N/A
ESL Teacher Ana Garcia	Guidance Counselor Hermine Hawkins
Teacher/Subject Area N/A	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator Vivian Williams
Related Service Provider N/A	Other N/A
Network Leader(Only if working with the LAP team) N/A	Other N/A

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	474	Total number of ELLs	45	ELLs as share of total student population (%)	9.49%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-in							1	1	1	2	2	2	2	11
Pull-out										2	2	2	2	8
Total	0	0	0	0	0	0	1	1	1	4	4	4	4	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	7
SIFE	6	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	16

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	13	2		16	2		16			45

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	13	2	0	16	2	0	16	0	0	45
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							6	6	1	11	10	3		37
Chinese							1							1
Russian														0
Bengali							1			4				5
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	8	6	2	16	10	3	0	45

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)							1	1	1	5	1	1		10
Intermediate(I)							2	2	0	6	3	1		14
Advanced (A)							7	4	1	4	4	1		21
Total	0	0	0	0	0	0	10	7	2	15	8	3	0	45

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	2		0	
Physics				
Global History and Geography	3		1	
US History and Government	1		0	
Foreign Language				
Government	1		1	
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses Fountas and Pinneell, Level Libraries, 100 Book Chalenge, and Balanced Literacy assessment materials to assess the early literacy skills of our ELLs. The data demonstrates that our ELL students need support in developing fluency and comprehension in reading. In addition, instruction needs to focus on developingt their vovabulary skills in order to help them develop the strategies

needed to reinforce their language development. Furthermore, we have found that their greatest deficiency is in writing. Our school needs to focus on instruction that is comprehensible to all learners. The instruction should facilitate language learning in the content area particular n scaffolding student language development. Moreover, the instruction should provide opportunities for ELLs to engage in meaningful, content rich discussions in order to enhance and support their language skills. The NYSESLAT total score for grades 6th through 11th demonstrates that only four ELL students achieved proficiency in the four modalities: listening, speaking, reading and writing.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The patterns across proficiency levels and grades on the LAB-R and NYSESLAT have revealed that our ELLs greatest area of need is the writing modality; however, the data in regards to the reading, listening and speaking modalities also demonstrate that we need to focus in these areas as well.
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](#))
As off 9/30/13 the RNMR report is not available.
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 grade levels show our ELL students tend to score better on tests taken in English, as compared to tests in the native language.
 - b. The school leaders and teachers use the the results of the ELL periodic to inform our decision on the types of professional development sessions that needs to take place at our school and to inform instruction accordingly. The results help us in determining student's strength and weakness in each subgroup which allows us to meet during the instructional common planning time to discuss the results, create quantitative, attainable short and long term goals and develop a plan of action.
 - c. The periodic assessment results demonstrated that there is a need for reading comprehension support . Native language is utilized to reinforce English concepts. Research demonstrates that students who receive support in their native language and develop the skills to enhance language in their native tongue, are able to transfer those skills effectively in developing their skills in the English language.
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?
Paste response to question here:
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.).
Periodic monitoring by school leaders through formal and informal assessments provides our teachers with insight as to the progress and /or setbacks our students are experiencing in the four modalities as well as in the content areas. In addition, the observations provide teachers with insights to their instructional practice of what is working and what needs to be re-visited.

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](#).)

1. The parents of new students are administered the Home Language Survey. The Assistant Principal along with the E.S.L. Teacher conduct an informal interview in English as well as the native language, to determine the eligibility of the student for testing with the LAB-R. For new admits to the school system, the LAB-R and Spanish LAB-R as appropriate, is administered by the ESL Coordinator/Teacher to determine the students' level of proficiency in English and in the native language. If the student has been in the Public School system, then an ATS report of the student's exam history is run to identify his/her level of proficiency within each of the modalities. For students identified as Special Education students, a review of their IEPs is conducted by the ESL Teacher and the Administrator responsible for the Special Education Department to determine what services are mandated as part of their educational plan. This report is then analyzed annually to evaluate ELLs and serve them according to their academic needs. Students are identified and placed within ten school days of enrollment.
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.
Within the first ten, (10), days of school, once ELL students are identified, tested and placed, parents are then presented with an invitation to attend a parent orientation facilitated by the ESL Teacher. At this orientation the parents of ELLs are presented with the orientation video from the EPIC kit, the Parent Program Selection Forms, and non-entitlement or continuation of services letters. If parents cannot attend the orientation, the ESL Teacher sets up parent conferences, at the parents' convenience. Parents are then able to view the orientation video and fill out the Parent Survey and Program Selection forms. Parents that select LDL or TBE were informed that the school will open a TBE program when we have reached the appropriate number of students who request the program. Parents are advised that their child's names will be placed in a waiting list (MS - 15 in two contiguous grades in the same language, HS - 20 students in any one grade in the same language).
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 [\[see tool kit\]](#).)
The ELL Coordinator is responsible for the distribution and placement letters as well as providing parents with the opportunity to attend an orientation. The parent survey and program selection will be implemented, addressed and collected by the ESL Coordinator during the orientation. All copies will be placed in the ESL Coordinator's file. If a parent does not respond to the orientation invitation, parents are called individually and asked to come in and meet with the ESL Teacher. If there is no contact from the parent, then the ESL Teacher records the default program as the choice - TBE. The RLER, RLAT and RHSP were used to determined NYSESLAT eligibility.
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.
All newly identified ELLs are placed within 10 days of enrollment and placement is based on the LAB-R results. Placements letters and continuing entitlement letters are distributed to parents and copies are maintained in the ESL Coordinator's office files. The ELPC screen is updated within 20 days. Parent choice are based on the three programs: TBE, DL, and ESL.
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 RLER and RLAT reports are runned to ensure that all eligible ELLs are administered the NYSESLAT. The NYSESLAT is administered annually and a parent letter to inform them of the implementation of the exam is sent to all parents of ELL students. The school has a testing schedule that included the test dates for all four modalities. For absent students we ensure that we provide a make up date for all four components.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Paste response to question here:6. The program model offered at our school is in alignment with the majority of the parents' requests. For those parents wishing to have their child placed in a TBE program, we will build alignment with parent choices by

adding more programs as soon as we achieve the register requirements, which consist of fifteen, (15), ELL students in two contiguous grades. Our students are also provided with native language support. The trend in program choices that the parents have requested for ELL services is 85% for a Freestanding ESL Program, and 15% for a Transitional Bilingual Education Program.

Part V: ELL Programming

A. Programming and Scheduling Information

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

a. The organizational model is the self contained and pull out model. An ESL teacher works with ELLs during ELA instruction in collaboration with a special education classroom teacher to provide English language acquisition and vocabulary support while retaining content instructional time.

b. The program model we use for ELL classes is a block, graded, and heterogeneously grouped model.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

In our middle school self-contained class, our beginner and intermediate ELL students receive 360 minutes per week of ESL instruction, and our advanced ELL students receive 180 minutes per week of ESL instruction. In our high school pull out program, our beginner and intermediate ELL students receive 540 minutes per week of ESL instruction and our advance ELL students receive 180 minutes of ESL instruction. Our students receive 100 minutes per week in Spanish native language instruction.

We currently have two certified ESL teacher in the middle school and one certified ESL teacher in the high school. In the high school the ESL groups are heterogeneous by grade and proficiency level.

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.

Our students receive instruction in English. During the ELA period our ESL certified teacher uses ESL strategies such as scaffolding. Some examples of scaffolding are text representation, bridging, modeling, and making connections to related topics of information. During the school year, all content area teachers will be receiving professional development on best practices in ESL. Our teachers follow the New York State Common Core Standards in ELA and ESL.

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

The home language survey is done by the ESL teacher and administrator. For ELLs of languages other than Spanish the central office translation unit is utilized as needed. In addition, translation of all state exams are utilized in their native language with the exception of the ELA N.Y.S exam.:

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

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?

- Describe your instructional plan for SIFE.
- Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- Describe your plan for ELLs receiving service 4 to 6 years.
- Describe your plan for long-term ELLs (completed 6+ years).
- Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Our SIFE students form part of our ESL instructional program and are assessed using a variety of assessment tools such as the ELL periodic and Fountas and Pinnell to determine their areas of needs improvement. The NYSESLAT result is also utilized to determine English proficiency level in order to differentiate instruction accordingly.

b. Our ELL students who have been in the U.S. less than three years receive support in the native language through thematic units of study in the content areas, classroom libraries and glossaries. The NYSESLAT results is also utilized to determine their English level of proficiency in order to differentiate instruction. Furthermore, teachers focus on strategies that support listening and speaking skills during the ESL instruction. Additionally, students are grouped according to their level of proficiency and provided small, guided group instruction.

c. Our ELL students who have been receiving services 4 to 6 years are provided with a greater emphasis on reading and writing however, their listening and speaking skills are still supported through strategies such as accountable talk. The reading instruction focuses on the development of the academic language and the writing focuses on developing skills on informational text.

d. Long term ELLs receive greater support on the development of reading and writing skills. The instructional focus is on enhancing academic language and expanding content area vocabulary, particularly in preparing them to be 'college ready'.

e. Our ELLs with special needs receive support in their areas of needs improvement based on their individual educational plan. Instruction is differentiated using a variety of tools and strategies that supports their development in listening, speaking, reading and writing. Small group instruction provides them with the opportunity to receive targeted, guided instruction and writing. Small group instruction provides them with the opportunity to receive targeted, guided instruction.

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?

Our ELL-SWD students receive support through thematic units of study in the content areas supported by resources throughout the classroom environment such as the library, visual technology, glossaries, dictionaries and graphic organizers. Instruction focuses on strategies to develop their reading and writing skills since data demonstrates a lack of progression in these two categories; however, listening and speaking continues to be supported through strategies like 'accountable talk'. A variety of data is utilized such as the NYSESLAT results to determine their English level of proficiency in order to differentiate instruction. Students are grouped according to their level of proficiency and provided targeted small group instruction. Moreover, the student's Individual Educational Plan is reviewed in order to differentiate instruction using a variety of tools and strategies that supports their development in all modalities: listening, speaking, reading and writing.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The vast majority of ELLs are in CIT classes and are mainstreamed with the general education population. Students currently in our 12:1 self contained environment are assessed periodically in order to determine if they are ready to be mainstreamed into the general education instructional population.

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

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

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

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

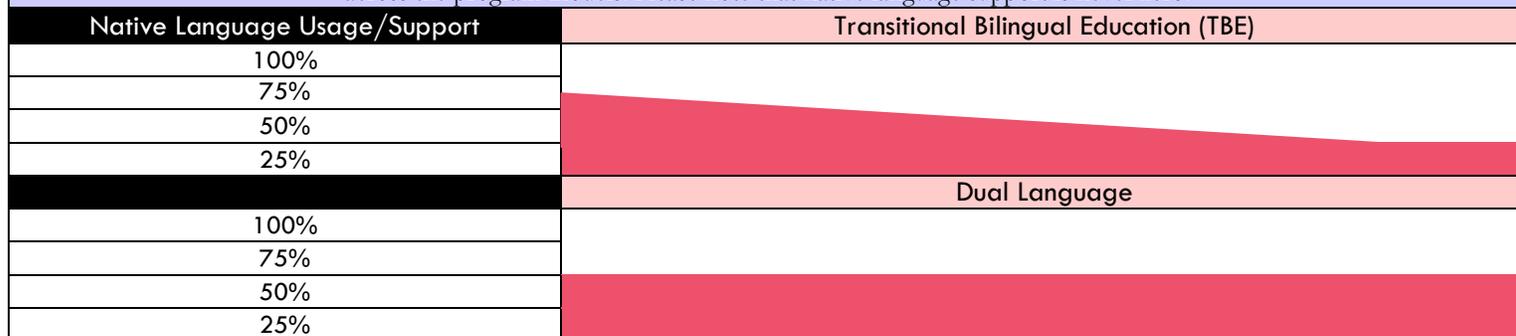
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- ELLs reaching proficiency on the NYSESLAT continue to receive additional support in all modalities through our content based curriculum that is aligned to the common core standard. They continued to be provided with support in small group instruction. Furthermore, they continue to participate in various field trips exposing them to the city's cultural diversity affording them the opportunity to engage in meaningful discussion that continues to support their language development skills particularly in listening and speaking. Our school is affiliated with the College Board Readiness Program. Through this affiliation our ELLs are exposed to a rigorous curriculum that will prepare all students for high school graduation and college admission.e:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
- We will be reviewing our school budget to determine how to increase additional support to our ELL population
12. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued.:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELLs are provided with the opportunity to participate in all academic and extra-curricular activities as the general education population. The YMCA is our after school program which affords our ELL and general education students the opportunity to engage in extra-curricular activities as well as provide them with academic support through the YScholar program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Our ELLs are supported through the use of technology to reinforce the ESL/ELA strategies learned during the regular day. In addition, they participate in balanced literacy instruction with the use of classroom libraries that are geared to their levels of reading readiness. Our classroom libraries have various books in the different content areas such as math, science, and social studies, as well as books in Spanish. :
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- All spanish speaking ELLs receive a minimum of 100 minutes a week of native language instruction.Students receive native language support through the variety of books in our classroom libraries. Classroom libraries have books in the different content areas such as math, science, and social Studies, as well as books in Spanish.e:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required services support and resources correspond to ELLs ages and grade levels
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 invite our new arrivals and newly enrolled students to participate in various activities during the first week of August. These activities are cultural and instructional in order to prepare them for our school's academic goals, while at the same time familiarizing them with the New York City culture.
18. What language electives are offered to ELLs?
- Spanish is the language elective offered to our students.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. Training on ELL strategies and looking at the NYSESLAT results to impact instruction are provided in September and October
 - B. Training sponsored by the BETACS
 - C. The ESL teacher has attended the Quality Teaching for ELLs professional development, sponsored by the Office of English Language Learners, DOE. The ESL teacher then turnkeys to the staff during our weekly ELA department meetings
 - D. A consultant will be hired to provide professional development to all teachers of ELLs
2. Staff is given the opportunity to participate in trainings/workshop sponsored by OELL, The Bronx BETAC, at Fordham University, CFN throughout the year. The ESL Coordinator in collaboration with the Literacy Coach conducts workshops that are offered to ELA staff in ESL strategies, as well as QTELL, that can be infused into ELA, so that students can achieve grade level competency in the content areas.
- 3,4. All staff are given the opportunity to participate in trainings/workshop sponsored by OELL, The Bronx BETAC at Fordham University, CFN and Literacy Coach to support all teachers to align instruction to the CCLS as well as learn effective ESL teaching strategies. The Parent Coordinator is also provided with opportunities to attend workshop that supports parent of ELL students and how they can support their child in achieving success. As per Jose P., our school provides 7.5 ELL training to Furthermore, staff members are provided with 46 minutes of professional development that is built into their program as well as department meetings. During these 46 minutes professional development and department meeting sessions, teachers review ELL data, share and learn best practice for ESL students that informs instruction and prepares students to succeed.

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. Our ELL parents participated in Parent Orientations during the summer and the fall of 2011. At these meetings they were also given the ELL parent survey. Our guidance counselor supports us during these orientations and helps facilitate the presentations. In September, we conducted a Parent Orientation where parents were informed of our instructional programs and goals as well as provided with the ELL parent survey. Our Guidance Counselor supports us during these orientations and helps facilitate the presentation. In November parents will be given the opportunity to meet our teachers and become familiar with our curriculum. In addition two other parent workshops will be provided in February and March of 2012. At this meeting they will also have the opportunity to familiarize themselves with the NYS Common Core Standards, state assessments, and NYSESLAT. In April 2012 we will have a final parent orientation for our 2011-12 school year. At this meeting we will discuss our accomplishments and projected goals for September.
 2. Our school provides parents with the opportunity to participate in parent workshops based on the assessed needs of the parents in the school site through the Parent Coordinator. These include workshops on parenting skills, and curriculum based workshops to build parents' capacity to help their children at home. We also encourage parents to become trained volunteers through Learning Leaders. Organizations such as Chase Bank, Cancer Walk, Toys for Tots, honor's dinner, potluck dinners, Penny Harvest, Heart Association.
 3. In creating the Antonia Pantoja Preparatory Academy Parent Involvement Policy, the Parents Association and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. We evaluate the needs of parents by:
 - Involving parents in planning, reviewing and improving the funded programs and the parent involvement policy of the school
 - Supporting those committees that include parents such as the School Leadership Team and the Parents Association, and provide technical support as needed
 - Maintaining the parent coordinator's Title I funds to serve as liaison between the school and parent communities
 - Providing a school informational meeting on all funding programs in the school
 - Providing written translations of all documents
 - Providing Monthly Parent workshops where all parents are invited to attend formal presentations that address their parenting needs
 4. Our parent involvement activities are created as a result of an analysis of the annual parent survey results and in collaboration with the Parent Association President.

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: Antonia Pantoja Preparatory Ac

School DBN: 08x376

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy J. Diaz	Principal		11/12/13
Nancy Sotomayor-Einsten	Assistant Principal		11/12/13
Vivian Williams	Parent Coordinator		11/12/13
Ana Garcia	ESL Teacher		11/12/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Hermine Hawkins	Guidance Counselor		11/12/13
	Network Leader		
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08x376 School Name: Antonia Pantoja Preparatory Academy

Cluster: 6 Network: 603

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

Part A: Needs Assessment Findings

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

The data and methodology used to assess the school's translation needs is derived from parent's HLIS, parent's preferred language form. The predominant home language for ELL population is Spanish. Within the school staff, we have the capacity to translate both written and oral communication for Spanish. For the ELLs whose home language is not Spanish, we will utilize the translation services from the Department of Education Office of Translation and Interpretation Services.

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.

Currently, a vast majority of the ELL parents require translation in Spanish. In addition, we have 5 Bengalis, 1 Chinese and 1 Vietnamese, 1 Twi families who require translations in their respective home language. After analyzing our ELL population's oral and written translation and interpretation needs, we found that the majority of the needs can be met by our current staff. We report the oral and written translation and interpretation findings to our school staff through memorandums, faculty conferences and The APPA Daily News letter. In addition, the Parent Coordinator shares the information with the parents at P.T.A. meetings.

Part B: Strategies and Activities

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

All translation services are provided in-house by school staff. For families that require services other than Spanish, we use the services of the Department of Education Services of Translation and Interpretation.

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.

All translation services are provided in-house by the school staff.

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

The majority of our ELL parents who need translation and interpretation services choose to rely on an adult friend or relative for language and interpretation services. We allow family members over the age of 18 to serve as interpreters during any formal or informal meetings. In addition, our school staff is always available to provide translation and interpretation as needed.



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: MS/HS376	DBN: 08X376
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: 63
Grades to be served by this program (check all that apply):

Part B: Direct Instruction Supplemental Program Information

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

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Activity #1: NYSELAT Middle School Preparation Program & NYSELAT High School Preparation Program

The program is targeted for all ELLs on all levels (beginners, intermediate, or advanced) grades 6-8 and 9- 12. The program will provide an instructional plan that is aligned with the mandated ESL/ELA and Content Learning Standards and the Core Curriculum. Through the primary use of the NYSELAT Preparation Book, the program will promote literacy development and refinement; language functions and structures will be taught within the context of the lesson. Teachers will model the use of language in ways in which students will be expected to participate, and instructional strategies and activities will reflect scientific-based research, used as a guide for the development of flexible learning environments that can accommodate individual learning differences.

In this program, students will read short stories, analyze picture books, listen to audio and media presentations, read documents and retell what they read, write letters and critique each other's writing, listen and discuss literature of the various genres, make predictions and inferences, oral presentations and evaluate them.

The goal of the program is to help students meet the NYS English Language ability requirement and make gains on the NYSESLAT.

The Title III Supplemental Program will begin in February 2015 (Ending mid April)

*Time of Sessions: After regular school hours from 2:35pm-4:05pm; 1.5 hours

*Frequency of the Program/Activity: Three times per week (W,R,F)

*Language of instruction: English

*Teachers: 2 ESL/Bilingual Licensed/Certified

*Resources: NYSESLAT Preparation Text (awaiting arrival of new edition CC aligned), Core Subject Textbooks, libraries, standard-based instructional materials

Part B: Direct Instruction Supplemental Program Information

*Facilities: Regular classrooms/ESL Office

*Assessment: oral presentations, portfolios, written projects, and tests

ACTIVITY #2: REGENTS PREPARATION PROGRAM

The Title III Supplemental Regents Preparation Program is targeted for ELLs and former ELLs, who are enrolled in both English and Algebra courses, which lead up to a NYS Regents Examination. The program is offered to all ELLs on all levels (beginners, intermediate, or advanced). The program includes required components of essays, research reports, creative writing, mock testing and a unit on Regents Study Skills. Every student in this program will receive a Regents Practice Guide for both Algebra and English as well as Regents preparation assignments during the sessions. Additionally, students will receive individualized instruction, small group instruction and literacy focused writing that will prepare them for the English Regents. The goal of this program is to equip all students with the necessary language skills, reading, writing, speaking, and listening), as well as content, required to meet commencement level state learning standards.

Activity #2 will begin in February 2015 (Ending mid April)

* Beginning Time: After regular school hours from 2:35pm - 4:05pm; 1.5 hours per session

*Frequency of the Program/Activity: Three times per week (W, R, F)

*Language of instruction: English

*Teachers: 5 total (1- English co-teaching with 1 ESL Bilingual Licensed/Certified) and (1-Algebra co-teaching with 1 ESL/Bilingual Licensed/Certified) and 1 IEP Teacher on rotation between both classes.

*Facilities: Regular classrooms & ESL Office

Resources: Student folders, Regent Practice Guides, Old Regents Exams, supplemental algebra/literature books

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:

PD Activity #1: Maximizing Learning Opportunities for English Language Learners, Bilingual, and

Part C: Professional Development

Multilingual Students

Since many of our ELLs also have IEPs this workshop will address the content and language needs of English language learners (ELLs) to create inclusive classrooms. Workshop participants will learn about the writing expectations of the Common Core State Standards and engage in analysis of these expectations. The workshop will highlight reading and writing connections in the content areas for ELLs in mainstream classroom contexts.

*Frequency of Workshops: 1 Session, 9:00am-2:30pm

*Resources: LCD Projector, PowerPoint Presentations, video clips

*Measurable Outcomes: Observable change in pedagogical practice

*Time: December 16, 2014

*Participants: All instructional staff and supervisors (At no cost to TIII)

*Name of provider: Teachers College Inclusive Classroom Project

PD Activity #2:

Universal Design for Learning and Using Technology to Support UDL

A. Universal Design for Learning

This workshop challenges participants to plan at the outset for students with a wide variety of abilities, learning preferences, and backgrounds. Participants will explore the principles of universal design and will begin to apply these principles to plan interdisciplinary curricula and instruction that reduce barriers to learning and support the diverse needs of a broad range of learners. We will explore planning for flexible services by creating meaningful instructional accommodations and modifications that support curricular engagement for students with IEPs. The first session happened on for October 8, 2014.

B. Using Technology to Support UDL

This workshop focuses on using the right technologies well to facilitate classroom learning for all students. Throughout this session participants will consider the questions: What technologies do we already have in our classroom that can open access to educational experiences for our students? What technologies can we bring into our classrooms that can change and support the way we teach and the way our students learn? How can we thoughtfully learn and integrate these technologies into our classroom in a sustainable and inclusive way? This second session is scheduled for January 22, 2014.

These workshop sessions will cover the following:

Many of our ELLs, (approximately 40%), also have IEPs, this training will give teachers an opportunity to provide multi-medium entry points for instruction through Universal Design for Learning.

Part C: Professional Development

*Teaching in Multi-cultural Classrooms

*Strategies for Instruction

*Strategies for Assessment

*Latest research on effective practice for English Language Learners

*Professional extension activities to help participants apply the information in these workshop sessions to their own educational setting

*Teachers to receive training: ESL Teacher to receive training and then turnkey to staff during Monday PD periods, tentatively scheduled for 10/24/14, 12/15/14, and 1/26/15.

Frequency of Workshops: 2 sessions

*Each session is full day, 9:00am-2:30pm, (at no cost to T III)

*Provider: Teachers College Inclusive Classroom Project

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:

PARENTAL INVOLVEMENT IN STUDENT EDUCATION

The program will include sessions, to be hosted by the ESL teachers, the High School Guidance Counselor and the High School Supervisor, on topics including but not limited to: graduation requirements, interpreting transcript, how parents can help in their children's education through curriculum nights for Math/Sci and ELA/SS and what resources are available to them and their children to succeed in school.

*Rational: Parent involvement/engagement is an important part of student success, by bringing parents to the school we hope to build on our students' success.

*Schedule and Durations: 4 Sessions beginning in February 2015

*Time/Date: Saturdays 9:00am- 12:00pm (in conjunction w/Parent Association meeting schedule,

Part D: Parental Engagement Activities

tentatively scheduled for 2/7/15, 2/28/15, 3/7/15, 3/28/15.

*Number of Parents: 20 or more

*Staff: 1-2 ESL Teachers, HS Guidance Counselor (at no cost to T III), Assistant Principal (at no cost to T III)

*Parent Notification: All ELL parents will be invited to the parent workshop series via letters and calls. Information will be provided in English as well as in the parents' preferred language of communication.

Part E: Budget

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

Allocation Amount: \$

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

