Department of Education
Carmen Fariña, Chancellor

2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (*i.e. 01M001*): **10x447**

School Name: **CRESTON ACADEMY FOR RESPONSIBILITY AND EXCELLENCE**

Principal: **PAMELA EDWARDS**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: CRESTON ACADEMY FOR RESPONSIBILITY AND EXCELLENCE School Number (DBN): 10x447

School Level: MIDDLE SCHOOL Grades Served: 6-8

School Address: 125 EAST 181st STREET, BRONX, NY 10453

Phone Number: (718)367-5035 Fax: (718)367-5176

School Contact Person: PAMELA EDWARDS Email Address: Pedward2@schools.nyc.gov

Principal: PAMELA EDWARDS

UFT Chapter Leader: RHONDA JACKSON

Parents' Association President: GRACE CARCIA

School Leadership Team Chairperson:

Student Representative(s):

District Information

District: 10 Superintendent: MELODIE MASHEL

Superintendent's Office Address: ONE FORDHAM PLAZA, BRONX, NY 10458

Superintendent's Email Address: mmashel@schools.nyc.gov

Phone Number: (718)741-5852 Fax: (718)741-7098

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Christopher Groll

Network Number: CFN 109 Network Leader: MARIA QUAIL

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

- 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)
Pamela Edwards	*Principal or Designee	
Rhonda Jackson	*UFT Chapter Leader or Designee	
Grace Garcia	*PA/PTA President or Designated Co-President	
Gloria Morales	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Susan Defillippo	Member/ Teacher UFT	
Herenia Arce	Member/ Paraprofessional UFT	
Marilyn Torres Guidice	Member/ Teacher UFT	
Abigail Sotomayor	Member/ Parent of SE Student	
Eda Martinez	Member/Parent of ELL Student	
Lorena Garcia	Member/ Parent	
Teresa Lopez	Member/ Parent	
Maria Rodriguez	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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

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

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

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

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

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

The Creston Academy was established to promote and nurture a culture of high expectations and achievement that will enable our students to succeed, not only in school but also in their lives outside of school and for the years to come in their future. Throughout our school, we provide a Common Core Learning Standards-aligned curriculum to best prepare all of our students for college and career readiness. Our school community is focused on the implementation of a rigorous curriculum, differentiated to meet the diverse needs and strengths of our students. We create and celebrate a learning environment that is designed to foster and motivate our students through four essential beliefs: belonging, mastery, independence, and generosity.

Our Mission Statement is as follows:

> The Creston Academy's core belief is that education is the foundation of opportunity with school and home being the strong centers of their lives, students must make strong connections between what they are learning in school and classrooms and how that links to their own self-awareness and their pursuit of many diverse possibilities of their place and purpose in the world.
>
> Our goal is to enable all students to reach their personal best through a rigorous, standards-based curriculum that facilitates the connections between schools and the students' success.

Our student demographics are comprised as follows: Asian, 1%; Black 13%; Hispanic, 85%; White 1%. Thirty five percent of our students are English Language Learners, and nineteen percent of our students are Students with Special Needs. We have five classes on each grade. Grades seven and eight each have two Integrated Co-teaching classes, One ESL Class, and one Bilingual class. Grade six has three ICT classes, one ESL class, and one Bilingual class.

The Creston Academy was established in partnership with Good Shepherd Services, a community based organization. Our vision was developed in conjunction with Good Shepherd and is as follows:

> The Creston Academy promotes the middle school environment that supports each student's intellectual, ethical, emotional and physical development. The school is designed to foster and motivate a sense of belonging, mastery, independence and generosity in the lives of staff and students.
>
> Our school provides a learning community in which all students have the opportunities and supports to achieve at high levels. This will be accomplished through instructional methods that include and foster stable, close and mutually respectful relationships among students, staff and our community.

Good Shepherd provides tutoring, STEM activities, sports, and instruction in the visual and performing arts after school, to two hundred of our students.

For the past two years, we have partnered with Lincoln Center Education to provide instruction in visual and performing arts during the school day. Lincoln Center Teaching Artists push into our Social Studies Classes weekly to afford students opportunities to actively engage in instructional activities aligned to the Blueprint for Teaching and Learning in the Arts and the Social Studies Curriculum. Artists and teachers meet monthly to plan instructional activities that are engaging, rigorous, and common core aligned. Lincoln Center Education brings performances to our school, and students and parents are given the opportunity to visit Lincoln Center. Lincoln Center also arranges for our students to visit cultural institutions in the area such as The Metropolitan Museum and The Bronx Museum of the Arts.

Lincoln Center provides teachers with professional development during Chancellor's Conference Days. Teachers are given the opportunity to attend an institute during the summer which explores aligning instruction in the arts to the curriculum. Lincoln Center provides teachers several opportunities during the year to attend various performances.

This year, we have received a Middle School Arts Grant to provide instruction in instrumental music and dance. We share a music and dance teacher with another school in the area. We purchased the instruments needed to equip an orchestra and are looking forward to an orchestral performance at the end of the school year.

The Creston Academy is part of the Middle School Quality Initiative. We have an MSQI coach who comes to our school biweekly to facilitate reading instruction through the five core pillars: Reading Screening and Continuous Monitoring of Data, CCLS Literacy across the Content Areas, Strategic Reading Tutoring, Teacher Teams, and Continuous Professional Development. Through MSQI we have developed a debate team that placed second in the New York City last year.

We are also a Teacher's College Project School. A Teacher's Staff Developer pushes into classrooms and demonstrates lessons in the teaching of reading and writing using the workshop model. She also meets with teachers and teacher teams to plan for the needs of all students including English Language Learners, Students with Disabilities, and the Bottom Third Achieving Students.

Creston Academy has received the benefit of The Teacher Incentive Fund Grant for the past two years. Through the Teacher Incentive Fund, we have developed teacher leadership so that all members of the Creston Staff are empowered stakeholders in the achievement of our students. Last year we began with two Peer Intervention Coaches and three Demonstration teachers. This year we have three Peer Instructional Coaches and five Demonstration Teachers. The Peer Instructional Coaches mentor new teachers and provide support for all teachers in the components of the Danielson Framework. They provide professional development on all aspects of the Danielson Framework. New teachers observe a demonstration teacher weekly and debrief with the PICs about observed best practices.

Creston Academy is proud to be a member of the Chancellor's Middle School Lunch Pilot. Our cafeteria is being redesigned to make it more conducive to student engagement. We are providing the following activities during the lunch hour to increase student participation in constructive, engaging activities: cheerleading, stepping, sports, board games, and orchestra.

Twenty-five of our students participate in the Yankee Stadium Healthy Home Plate Program. Last year, students attended monthly sessions at Yankee Stadium where they learned about healthy nutrition and had the opportunity to prepare healthy dinners and snacks. In the Spring, the students attended a baseball game at Yankee Stadium where they were introduced to the audience on the field.

This year we will begin a collaboration with the Baseball Hall of Fame. This is an opportunity for thirty of our students to strengthen their literacy skills through the study of the history of baseball. Technology is a major component of this program. The students and teachers will video conference with instructors from Baseball Hall of Fame weekly.

The Chancellor has designated The Creston Academy as a Respect for All school. In partnership with the Anti-Defamation League, we have developed a strong anti-bullying policy that is implemented by the school's three guidance counsellors and the dean. Guidance Counsellors conduct advisories weekly in each class to prevent bullying. The guidance counsellors and the dean meet with the students and the parents of the students who have been bullied and those who have been identified as bullies after school and on Saturdays.

The Creston Academy offers Specialized High School Achievement Test preparation to students in all grades from seven to eight in the morning. Students are identified by their state test scores and the recommendations of their teachers. We use the Dream Academy curriculum and materials to prepare them for the test.

We offer Common Core Algebra to our eighth grade students. Students identified by their New York State Math Test scores, report card grades for seventh grade math, and by the recommendation of their teachers. We also offer an

advanced science class in grade seven.

The Creston Academy is a C.H.A.M.P.S. school. Through C.H.A.M.P.S. we offer Girls Volleyball, Boys Volleyball, Girls Basketball, Boys Basketball, and Fitness Club. The Girls Volleyball Team were the Bronx champions in 2014 and went to the New York City semifinals.

The New York Road Runners make it possible for us to have a Young Runners Club. The students run from October to June and participate in citywide races. Our students were city champions in 2013 and 2014. Four of our students are Young Runner Ambassadors and represent the New York Road Runners in races such as the marathon. For the past two years, two of our students have won scholarships for Running Camp in upstate New York.

The Creston Academy in a member of MY Library NYC. Through this program each teacher and student receives a library card with no fines for late books. Teacher and students can order books to be delivered to the school. Teachers can also order teacher sets of books. The set can be a class set of one book or several books on a particular subject.

The Creston Academy celebrates academic success through its Honor Roll and Principal's list. Honor Roll students obtain an average of 85 – 89 on their report cards, and Principal's List students obtain an average of 90 and above. A celebration dinner for those students and their parents is given four times yearly with the issue of report cards. Parents and students receive gifts to reward them for their effort and success. We also reward the most improved students as identified by their teachers. They receive an award for their effort during Advisory.

Our school's strengths include teacher collaboration and leadership through Teacher Teams, inclusion of students with special needs through integrated co-teaching classes, small group instruction, differentiated instruction, systems of student management, and strong relationships with parents.

The Creston Academy has a Coherent Set of Beliefs About How Students Learn Best. These are:

Differentiation: Provision of Appropriately Challenging Tasks: Supports/Extensions
Student Engagement: Higher Order Thinking Skills; Rigor
Actionable Feedback to Students; Annual and Interim Goals
Explicit Modeling; Teaching; Classroom Teaching Strategies and Routines

All teachers receive professional development on these beliefs and all formal and informal observations give teachers feedback on their implementation of our Coherent Set of Beliefs About How Students Learn Best.

We provide numerous opportunities for teachers to plan and collaborate so that our students can progress toward mastery of the Common Core Learning Standards. Every subject area teacher has planning with their grade built into their schedule weekly. Planning by subject and by grade occurs Mondays and Tuesdays from 3:00 – 3:40 every week. The general education and special education teachers in our ICT classes have the same preparation periods, making it possible for them to plan together. Subject area teachers collaborate on each grade to pace curriculum units, plan specific lessons, and create assessments and rubrics. We have one meeting per month dedicated to vertical team meetings, to discuss students who may be having difficulty in all subjects.

The Peer Instructional Coaches, Demonstration Teachers, and Literacy Coach support the teachers in all aspects of the Danielson Framework. Teachers are encouraged to attend professional development provided by Teacher's College, MSQI, and Lincoln Center at various times during the year. Teachers who attend then turnkey the information they have received during professional development. Our teachers and staff are the backbone of the Creston Academy, and their ideas are listened to and treated with respect. Our teachers know that they are an essential part of our community.

Seven of our fifteen classes are ICT classes. A visitor to those classes would not be able to tell which students have IEPs and which are general education students. It would be equally hard to distinguish the Special Education Teacher from the General Education Teacher. As a result we have fewer behavioral issues. Special Education students do not feel different or isolated. Students with Special Needs and the Lowest Performing Students made excellent progress in 2014

on both the State Math Test and the ELA.

Because of the number of diverse learners we receive, and the wide range of their achievement, we are constantly challenged to design standards-based curricula that emphasize rigorous tasks across classrooms, promoting higher order thinking skills for all learners. Each year we are making more progress in closing the achievement gap but we must continue to provide the multiple entry points and scaffolding that will make the curricula accessible to all students including English Language Learners, Students with Disabilities, and students in the bottom third.

Teachers must assess students frequently to determine their understanding. They can then adjust instruction to enable all students' to make progress toward mastery of the Common Core Learning Standards. Teachers must be given the professional development and the feedback they need so that instructional practices throughout the school improve.

This year we are focusing on small group instruction to meet the needs of all of our diverse learners. We are also emphasizing questioning and discussion that promote higher order thinking skills. Our collaborative teacher teams will plan for small group instruction that meets the needs of all students and questions that will promote critical thinking.

Assessment is another major focus this year. Teacher teams are creating rubrics specific to the assigned task so that students know exactly what they need to do and need to improve. We are also working on creating rubrics with the students that they can use to evaluate their own work and participation.

The principal and assistant principal will continue to give to the teachers feedback on how well they are implementing our Coherent Set of Beliefs About How Students Learn Best. They will also give feedback aligned to professional development on small group instruction, questioning that promotes higher order thinking skills for all learners, and teacher assessment practices.

School Configuration *(2014-15)*					
Grade Configuration	**06,07, 08**	**Total Enrollment**	**479**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**7**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**14**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**5**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**
School Composition *(2013-14)*					
% Title I Population			**95.9%**	**% Attendance Rate**	**91.5%**
% Free Lunch			**96.8%**	**% Reduced Lunch**	**1.5%**
% Limited English Proficient			**34.6%**	**% Students with Disabilities**	**19.1%**
Racial/Ethnic Origin *(2013-14)*					
% American Indian or Alaska Native			**N/A**	**% Black or African American**	**13.2%**
% Hispanic or Latino			**84.9%**	**% Asian or Native Hawaiian/Pacific Islander**	**1.1%**
% White			**0.8%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*					
Years Principal Assigned to School (2014-15)			**5.34**	**# of Assistant Principals (2014-15)**	**1**
# 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)**	**13.6%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)			**0.3%**	**Average Teacher Absences (2013-14)**	**6.66**
Student Performance for Elementary and Middle Schools *(2013-14)*					
ELA Performance at levels 3 & 4			**7.5%**	**Mathematics Performance at levels 3 & 4**	**14.7%**
Science Performance at levels 3 & 4 (4th Grade)			**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**36.9%**
Student Performance for High Schools *(2012-13)*					
ELA Performance at levels 3 & 4			**N/A**	**Mathematics Performance at levels 3 & 4**	**100.0 %**
Credit Accumulation High Schools Only *(2013-14)*					
% of 1st year students who earned 10+ credits			**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits			**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate			**N/A**		
Overall NYSED Accountability Status *(2014-15)*					
Reward				**Recognition**	
In Good Standing				**Local Assistance Plan**	
Focus District			**X**	**Focus School Identified by a Focus District**	**X**
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**NO**
Hispanic or Latino	**NO**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**

White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**NO**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**NO**		
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**	**YES**
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	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		

Accountability Status – High Schools

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

2.2 "Strengthen teacher assessment practices to use varied checks of understanding to make and adjust instructional decisions in a timely fashion to ensure that all students have an opportunity to demonstrate increased mastery."- Alternate Quality Review 2013-2014.
2.2 "Strengthen the use of rubrics by students so they self-assess and use rubric criteria to improve the quality of their own work." -Principal Performance Review 2013-2014.

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.

To develop a data-driven school culture that is based on student needs, assessments and analysis, informing instruction and resulting in greater student achievement outcomes. By June 2015, 90% of teachers will look at student work weekly and identify three instructional supports for English Language Learners, Students With Disabilities and students in the bottom 1/3 resulting in a 5% increase in students making Adequate Yearly Progress.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	**Target Group(s)** *Who will be*	**Timeline** *What is the start and end*	**Key Personnel** *Who is responsible for implementing*

• Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	*targeted?*	*date?*	*and overseeing the activity/strategy?*
All Teacher Teams (Grades and Content Areas) will evaluate student work/assessments weekly, using a prescribed protocol for Looking at Student Work and Common Core Learning Standards-aligned RUBRICS. Teachers will meet to share best instructional practices.	Students with Disabilities, English Language Learners and the bottom 1/3.	Teacher Team meetings begin In October, 2014, and are conducted weekly, according to the school's year-long calendar.	In addition to Teacher leaders on each grade, all Teacher Teams will collaboratively Look at Student Work, 3 times per month and collaboratively meet to Share Best Instructional Practices.
Supervisors will review and analyze the documentation forms submitted by the Teacher Teams, on a weekly basis, to determine the effectiveness of the Teacher Teams and their growing capacity to rigorously evaluate student work products and make appropriate and effective next instructional steps to improve student performance.	Students with Disabilities, English Language Learners and the bottom 1/3.	Supervisors will collect and review documentation forms on a weekly basis, starting in October, 2014 and ending in June, 2015.	Supervisors will review and analyze the documentation forms submitted by the Teacher Teams.
All teachers will participate in professional development workshops that focus on best practices of using assessment in instruction and providing effective feedback to students, using Common Core Learning Standards Rubrics (Danielson Framework for Teaching component 3D).	Students with Disabilities, English Language Learners, the bottom 1/3 and Students on and above grade level.	Beginning in September, 2014, Professional Development workshops will be provided weekly; Professional development will be provided during designated preparation periods for targeted teachers, ending in June, 2014.	Peer Instructional Coaches and Consultants will plan and conduct Professional Development workshops. Data coach from Teachers college, MSQI coach, Math Data team and workshop leaders at Teachers college.

All Teacher Teams will revise their lesson plans monthly to create highly effective lessons, as per the Danielson Framework For Teaching, using the evidence of student work to make modifications and revisions, to meet the learning needs of the diverse subgroups in the classrooms.	Students with Disabilities, English Language Learners, the bottom 1/3 and Students on and above grade level.	Beginning in September, 2014, Teacher Teams will meet to collaboratively develop a Highly Effective lesson plan each month, ending in June, 2015.	All teachers, with support of coaches, teacher leaders and consultants will write a minimum of 4 highly effective lessons, as per the Danielson Framework For Teaching, using student work to drive instructional decisions to meet the diverse learning needs of subgroup populations, such as ELLs and SWDs.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teachers, Teacher Leaders, Principal, Assistant Principal, Literacy Coach, MSQI Coach and Teacher's College Coach will work together to provide schedule adjustments, curriculum planning and feedback that will guide the work of Teacher Teams. Assessments that will be provided and discussed by Teacher Teams: DRP, SRI, MRI, Fountas and Pinnell Benchmark Assessment, Common Core Math Tasks, Common Core Writing Pieces, Conference notes. To enhance reading levels, leveled libraries will be provided across content areas.

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**	X	**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.
1. Documentation forms have been developed for teachers to complete and submit to the principal after each weekly, Teacher Team meeting to evaluate effectiveness of the content and processes of Teacher Teams. 2. Teacher reflection forms will be implemented after each Professional Development workshop to determine the effectiveness of the PD provided. 3. Lesson plans and classroom observations will reflect levels of performance, as rated by the Danielson Framework For Teaching Rubric. 4. Assessment results from: DRP, Teacher's College Common Core on Demand Writing Task, SRI, MRI, Common Core Tasks, and Performance Series- October 2014, January 2015 and May 2015.

Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

1.3"The principal makes informed and strategic organizational decisions across all aspects of the school to promote the school's goals and support professional collaboration." -Alternate Quality Review 2013-2014.
1.3 "Driven by a sense of urgency, the principal makes meaningful organizational decisions that align to the goals of the school and strategically supports a commitment to elevating student literacy levels school wide." - Principal Performance Review 2013-2014.
1.4 "The principal creates an inclusive, safe, welcoming, warm and respectful culture that honors student voice and cultivates a learning environment for students and adult learning." -Principal Performance Review 2013-2014.

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.

To cultivate the development of overarching systems and partnerships that support and sustain students' social and emotional developmental health. By June 2015, 95% of students will participate in and benefit from a targeted research based programs and activities that support their social and emotional well-being to prepare them for the demands of college and career.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified	**Target Group(s)**	**Timeline** *What is the*	**Key Personnel** *Who is responsible*

goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	*Who will be targeted?*	*start and end date?*	*for implementing and overseeing the activity/strategy?*
The school Dean, school Guidance Counselors, and Parent Coordinator meet regularly with students and families, throughout the year to track monitor and proactively support students' social and emotional growth.	All students, in particular academically and behaviorally, at risk students.	Beginning October 2014 and ending in June 2014, daily interactions between school personnel, students and families, with communication occurring frequently and on an ongoing, as needed basis.	Dean, Guidance Counselors, Community Based Organizations, Parent Coordinator meet with students and families.
Students participate in Student Council Meetings to plan and enact activities responding to the social and emotional needs of students.	All students, in particular academically and behaviorally, at risk students and students who have shown continuous improvement/ achievement.	Beginning October 2014 and ending in June 2015, Student Council meets twice monthly to plan and implement student-led activities throughout the year.	Designated teacher serves as Student Council Advisor.
Community-Based Organizations, such as Good Shepherd Services, provide grants to school and services to children and families. They collaborate with school personnel, including but not limited to, the principal and teachers.	200 students chosen based on applications.	Beginning October 2014 and ending in June 2015, after-school programs meet daily.	Good Shepherd Services staff and staff from other CBOs, as well as school staff, provide after-school programs.
Teachers and parents participate in the School Leadership Team committees and subcommittees to address issues of safety.	Entire school community, including students,	Beginning September 2014 and ending in June	Equal number of parents and school staff meet for School Leadership

	parents, teachers and staff.	2015, School Leadership Team meets monthly, with subcommittee meetings as needed throughout the year such as to obtain DOE required waiver for Algebra or to create the SCEP.	Team meetings and participate in subcommittee planning sessions.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The school Dean, school Guidance Counselors, and Parent Coordinator meet regularly with students and families, throughout the year. Two Saturdays per month dedicated to student council meetings. Teachers to work with Good Shepherd services. Parent SLT members.

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**	X	**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.				
1. Suspension rates, detention logs, OORs reports, accident reports, attendance reports will reflect improved student social-emotional growth. 2. Student surveys will be conducted to evaluate the effectiveness and impact of the social, emotional programs offered by the school, two times during the year, starting in January 2015 and at the end of year, June 2015. 3. Mid-year and end of year program evaluation reports will reflect students' emotional and social growth throughout the year. 4. School Learning Environment Survey, Spring 2015 will reflect staff and parent increases in responses of strongly agree in relation to questions of communication, engagement and safety.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

1.2 "The implementation of coherent pedagogical practices informed by a common teaching framework, aligned to the curriculum gives all students the opportunity to demonstrate high levels of engagement in lessons and in work products." -Alternate Quality Review 2013-2014.

1.1 "Strengthen the design of standard-aligned curricula that emphasize rigorous habits and tasks across classrooms, promoting higher order thinking skills for all learners that ensure that Common Core Learning Standards are comprehensively addressed." -Alternate Quality Review 2013-2014.

1.2 "Continue to develop teacher practice that ensures teachers pose high level open ended questions that spark student debate, engage students in discussions about their work and culminates in student work/ work products that extends their thinking." - Principal Performance Review 2013-2014.

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.

To provide coherent Common Core Learning Standards-based instruction that leads to multiple points of access for all students to achieve targeted goals. By May, 2015, 90% of teachers will include level three and four questions, based on the Depth of Knowledge, in their lesson plans and provide unit tasks that demonstrate higher order thinking and engagement.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
All teachers will meet weekly in Teacher Teams to collaboratively plan instructional next steps to differentiate the Common Core Learning, Standards-aligned curricula to meet the precise needs of subgroups of students and support their access into the rigorous texts of Common Core Curricula.	All teachers, including subgroups of teachers such as new teachers and teachers preparing for tenure.	Teacher Teams meet weekly during designated and calendarized schedules, beginning in October 2014 and ending in June 2015.	All teachers meet weekly in Teacher Teams.
Supervisors will expect and emphasize the best pedagogical practices of the School's <u>Coherent Set of Beliefs About How Students Learn Best.</u>	All teachers, including subgroups of teachers such as new teachers and teachers preparing for tenure. Students with Disabilities, English Language Learners, the bottom 1/3 and Students on and above grade level.	Beginning in September 2014, supervisors will conduct initial planning conferences followed by pre and post observation conferences, to provide feedback to teachers, and provide ratings for all classroom observations, and ending in May 2015.	Supervisors will observe teachers' practices, conduct pre and post observation conferences for formal observations and provide feedback after all observations.
Universal Design for Learning will be incorporated into teachers' lesson planning and implementation to provide multiple entry points, scaffolds, and extensions in representation of learning; action/expression of learning; and engagement.	All teachers, including subgroups	Beginning in September 2014 and ending May	All teachers will plan for and implement the coherent Common

	of teachers such as new teachers and teachers preparing for tenure.	2015 ongoing supervisory review and rating of lesson plans as applicable to observations, as part of the ADVANCE Evaluation System.	Core Learning Standards—aligned to instruction, including multiple entry points of access for all students.
Professional Development opportunities will include focus and emphasis on UDL strategies for appropriately meeting the needs of diverse learners	All teachers, including subgroups of teachers such as new teachers and teachers preparing for tenure. Students with Disabilities, English Language Learners, the bottom 1/3 and Students on and above grade level.	Weekly professional development sessions will be provided to teachers, beginning in September 2014 and ending in June 2015.	Teacher Leaders: Peer Instructional Coaches, Demonstration Teachers, Coaches, Consultants, Assistant Principal will provide weekly Professional Development workshops, planning meetings to address UDL and all components from School's Coherent Set of Beliefs About How Students Learn Best.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The School's Coherent Set of Beliefs About How Students Learn Best, will be posted in each classroom for use by teachers and students. Schedules will be created to include time for Teacher Teams to meet. Materials for Professional Development on UDL. CCL Standards and Common Core Curricula will be used for planning by teachers.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	**Tax Levy**	X	**Title I Basic**		**Title I 1003(a)**		**Title IIA**		**Title III**		**P/F Set-aside**	X	**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.				
1. Supervisory Review and Rating of teachers' lesson plans as applicable to observations, as part of the ADVANCE Evaluation System, using the Danielson Framework For Teaching Rubrics, Domain 1 Planning and Preparation components. 2. Classroom supervisory observations will document teachers' implementation of scaffolding strategies to support subgroup populations, embedded in Common Core Learning Standards-aligned curricula. 3. Documentation Forms have been developed for teachers to complete and submit to the Principal after each Teacher Team meeting to evaluate effectiveness of the content and processes of the Teacher Teams. 4. Classroom supervisory observations, pre and post conferences with teachers, and feedback to teachers will document teachers' implementation of scaffolding strategies to support subgroup populations, embedded in Common Core Learning Standards-aligned curricula.				
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).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

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

4.1 "Continue to support teacher development through frequent observation and feedback cycles that is aligned to professional development that captures the needs of teachers and is improving instructional practices throughout the school." -Alternate Quality Review 2013-2014.

4.1 "The school leader's observation feedback informs the school's professional development plan and provides teachers with actionable next steps that guide the improvement of their instructional practice." - Principal Performance Review 2013-2014.

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 improve staff accountability for continuous improvement. By May 2015, 100% of teachers will receive frequent written feedback from supervisors, based on the evidence-based system of the Danielson Framework For Teaching that focuses on teachers' individual professional goals and improved student learning for all students, including populations of subgroups resulting in a 5% increase in students making Adequate Yearly Progress.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
A minimum number of frequent classroom observations, using Charlotte Danielson's Framework for Teaching and adhering to the guidelines of the ADVANCE Evaluation System, with feedback provided to all teachers within 2 weeks.	All teachers, including subgroups of teachers such as new teachers and teachers preparing for tenure.	Beginning September 2014, after initial one-on-one IPC conferences with all teachers and continuing weekly until May 2015.	Principal, Assistant Principal and Peer Instructional Coaches will meet with teachers to support their implementation of ADVANCE requirements and Danielson Framework For Teaching Rubric.
All teachers will participate in setting goals based on Charlotte Danielson's Framework for Teaching, student learning outcomes and feedback provided by supervisors.	All teachers, including subgroups of teachers such as new teachers and teachers preparing for tenure.	Three times during the year, at goal-setting meetings in September/October 2014, during mid-year conferences in January 2015, and ending at end of year conferences, May/ June 2015.	All Teacher Teams and subgroups of teachers (such as new teachers, teachers preparing for tenure) will collaborate in grade level and content area meetings.
Pre and post observation conferences between supervisors and teachers will focus on pedagogical practice, using Charlotte Danielson's Framework for Teaching.	All teachers, including subgroups of teachers such as new teachers and teachers preparing for tenure.	Beginning September 2014 and continuing on an ongoing, frequent basis, with feedback provided no later than two weeks after observations, ending in May, 2015.	Principal and Assistant Principal will meet with teachers in one-on-one feedback sessions.
Professional development opportunities will be provided to all staff based on the differentiated professional needs of	All teachers,	Beginning in September 2014,	Teacher Leaders: Peer Instructional

teachers and paraprofessionals to support and strengthen teaching practices.	including subgroups of teachers such as new teachers and teachers preparing for tenure.	new teachers and teachers who request it will be provided with mentoring. Beginning in October 2014, Teacher Teams will meet weekly and end in June, 2015.	Coaches, Demonstration Teachers, Coaches, provide weekly Professional Development workshops and mentoring/ debrief sessions.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Use of the ADVANCE Evaluation System to provide written feedback to teachers. Schedules will be created to include time for new teachers to meet with their Peer Instructional Coaches that will serve as mentors and attend demonstration lessons. The School's Coherent Set of Beliefs About How Students Learn Best, CCL Standards and Common Core Curricula will be used as the basis of all pre and post observation discussions.

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**	X	**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.				
1. All teachers will receive feedback and reports connected to the minimum number of observations, according to their selected observation options 2. Self-reflections will be used both prior to and post each observation to measure the alignment between teachers' goals, student achievement, and observed practice. 3. 50% of lessons observed will increase their HEDI rating in at least 2 components from original lessons observed and subsequent lessons observed. 4. Agendas, minutes, and documentation forms will reflect teachers' expertise in assessments of Common Core Learning Standards curricula, instructional practices, and student work, with appropriate implications and plans for next instructional steps to support improved student outcomes.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

3.4 "The school leader established a culture that includes partnerships with staff, community and external organizations to collaboratively provide ongoing support in preparing students for college and career readiness." -Alternate Quality Review 2013-2014.

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.

To enhance the dialogue and communication among parents, students, and school constituents, centered on student learning and student success. By June 2015, there will be an increase of at least 5% in the number of parents who respond "strongly agree" on the Spring 2015, School Learning Environment Survey, in response to questions related to communication and data.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the*

development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust			*activity/strategy?*
Student grades will be posted regularly on ENGRADE online for parents to track their children's progress and performance, in real time.	Parents of all students, including academically and behaviorally, at risk students and students who have shown continuous improvement/ achievement, Students With Disabilities and ELLs.	Beginning in September, 2014 and ending in June 2015, parent coordinator and system administrators will monitor parents' utilization of ENGRADE.	Teachers enter student performance data online, using ENGRADE. Parents connect to ENGRADE to view their children's progress and performance.
Parent workshops will be conducted throughout the year, focusing on diverse needs of the community and its constituents.	Parents of all students, including academically and behaviorally, at risk students and students who have shown continuous improvement/ achievement, Students With Disabilities and ELLs.	Beginning in September 2014 and ending in June 2015, Parent Coordinator will plan and implement monthly parent workshops.	Parent Coordinator plans and implements parent workshops related to issues of concern to parents and families, leading to improved student progress and performance, leading to College and Career Readiness.
Common Core Learning Standards with examples of student work aligned to the standards will be shared with parents throughout the year.	Parents of all students, including academically and behaviorally, at risk students and students who have shown continuous	Teachers will share examples of students' CCLS work at all four Parent-Teacher conferences, during Fall 2014 and	Teachers will share students' CCLS work with parents.

	improvement/ achievement, Students With Disabilities and ELLs.	Spring 2015 and at various times throughout the year, as needed.	
SCHOOLNET Parent Portal will be monitored to track the number of parents who are using the resource.	Parents of all students, including academic and behavioral, at risk students and students who have shown continuous improvement/ achievement, Students With Disabilities and ELLs.	Beginning in October, 2014 and ending in June, 2015, Testing Coordinator, Data Specialist and Parent Coordinator will monitor SCHOOLNET Parent Portal.	Testing Coordinator, Data Specialist and Parent Coordinator will monitor SCHOOLNET Parent Portal to track number of parents using the resource.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
ENGRADE online system to allow student and parent access and be used by all teachers to record and track grades. Parent workshops on ENGRADE and SCHOOLNET will be held.

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.				
1. Increase in percentage of parents using ENGRADE online site. 2. Parents' responses on school's Spring 2015 Learning Environment Survey will reflect strongly agree with questions related to communication and data. 3. Percentage of parents attending Parent-Teacher conferences will increase from previous year, as measured by parent sign-in sheets. 4. Increase in percentage of parents using SCHOOLNET Parent Portal online.				
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 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)	One or Two on ELA Below level on SRI Below level on DRP Insufficient progress in coursework	Achieve 3000 Rosetta Stone Guided Reading Wilson Just Words i-Ready	Small Group, one-to-one One-to-one Small Group Small Group Small Group Small Group	During School, After School During School, After School During School, After School During School, After School During School, After School During School
Mathematics	One or Two on State Test Below level on Math Baseline Insufficient progress in coursework	Guided Math Fast Math i-Ready Tenmarks	Small Group Small Group Small Group Small Group, One-to one	During School, After School During School, After School During School During School
Science	Below level on diagnostic Insufficient progress in coursework	Guided Reading with Content Area Texts E-Science	Small Group Small Group	During School During School
Social Studies	Below level on diagnostic Insufficient progress in coursework	Guided Reading with Content Area Texts Achieve 3000	Small Group Small Group	During School During School
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Excessive absences and/or lateness Insufficient academic progress Teacher recommendation Suspensions	Life Skills Curriculum Second Step Drug Prevention NYU Understanding Disproportionality Anti – Defamation League's No Place to Hate Initiative	Whole Class, Small Group, One-to One Whole Class, Small Group, One-to-One Small Group Whole Class, Small Group	During School During School, After School During School During School, After School

10X447 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**06,07, 08**	**Total Enrollment**	**479**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**7**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**14**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**5**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**95.9%**	**% Attendance Rate**	**91.5%**
% Free Lunch	**96.8%**	**% Reduced Lunch**	**1.5%**
% Limited English Proficient	**34.6%**	**% Students with Disabilities**	**19.1%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**13.2%**
% Hispanic or Latino	**84.9%**	**% Asian or Native Hawaiian/Pacific Islander**	**1.1%**
% White	**0.8%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**5.34**	**# of Assistant Principals (2014-15)**	**1**
# 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)**	**13.6%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.3%**	**Average Teacher Absences (2013-14)**	**6.66**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**7.5%**	**Mathematics Performance at levels 3 & 4**	**14.7%**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**36.9%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**100.0 %**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

10X447 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**06,07, 08**	**Total Enrollment**	**479**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**7**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**14**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**5**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**95.9%**	**% Attendance Rate**	**91.5%**
% Free Lunch	**96.8%**	**% Reduced Lunch**	**1.5%**
% Limited English Proficient	**34.6%**	**% Students with Disabilities**	**19.1%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**13.2%**
% Hispanic or Latino	**84.9%**	**% Asian or Native Hawaiian/Pacific Islander**	**1.1%**
% White	**0.8%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**5.34**	**# of Assistant Principals (2014-15)**	**1**
# 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)**	**13.6%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.3%**	**Average Teacher Absences (2013-14)**	**6.66**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**7.5%**	**Mathematics Performance at levels 3 & 4**	**14.7%**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**36.9%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**100.0 %**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

10X447 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**06,07, 08**	**Total Enrollment**	**479**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**7**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**14**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**5**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**95.9%**	**% Attendance Rate**	**91.5%**
% Free Lunch	**96.8%**	**% Reduced Lunch**	**1.5%**
% Limited English Proficient	**34.6%**	**% Students with Disabilities**	**19.1%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**13.2%**
% Hispanic or Latino	**84.9%**	**% Asian or Native Hawaiian/Pacific Islander**	**1.1%**
% White	**0.8%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**5.34**	**# of Assistant Principals (2014-15)**	**1**
# 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)**	**13.6%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.3%**	**Average Teacher Absences (2013-14)**	**6.66**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**7.5%**	**Mathematics Performance at levels 3 & 4**	**14.7%**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**36.9%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**100.0 %**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

10X447 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**06,07, 08**	**Total Enrollment**	**479**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**7**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**14**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**5**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**95.9%**	**% Attendance Rate**	**91.5%**
% Free Lunch	**96.8%**	**% Reduced Lunch**	**1.5%**
% Limited English Proficient	**34.6%**	**% Students with Disabilities**	**19.1%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**13.2%**
% Hispanic or Latino	**84.9%**	**% Asian or Native Hawaiian/Pacific Islander**	**1.1%**
% White	**0.8%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**5.34**	**# of Assistant Principals (2014-15)**	**1**
# 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)**	**13.6%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.3%**	**Average Teacher Absences (2013-14)**	**6.66**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**7.5%**	**Mathematics Performance at levels 3 & 4**	**14.7%**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**36.9%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**100.0 %**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

10X447 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**06,07, 08**	**Total Enrollment**	**479**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**7**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**14**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**5**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**95.9%**	**% Attendance Rate**	**91.5%**
% Free Lunch	**96.8%**	**% Reduced Lunch**	**1.5%**
% Limited English Proficient	**34.6%**	**% Students with Disabilities**	**19.1%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**13.2%**
% Hispanic or Latino	**84.9%**	**% Asian or Native Hawaiian/Pacific Islander**	**1.1%**
% White	**0.8%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**5.34**	**# of Assistant Principals (2014-15)**	**1**
# 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)**	**13.6%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.3%**	**Average Teacher Absences (2013-14)**	**6.66**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**7.5%**	**Mathematics Performance at levels 3 & 4**	**14.7%**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**36.9%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**100.0 %**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

10X447 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**06,07, 08**	**Total Enrollment**	**479**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**7**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**14**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**5**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**95.9%**	**% Attendance Rate**	**91.5%**
% Free Lunch	**96.8%**	**% Reduced Lunch**	**1.5%**
% Limited English Proficient	**34.6%**	**% Students with Disabilities**	**19.1%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**13.2%**
% Hispanic or Latino	**84.9%**	**% Asian or Native Hawaiian/Pacific Islander**	**1.1%**
% White	**0.8%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**5.34**	**# of Assistant Principals (2014-15)**	**1**
# 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)**	**13.6%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.3%**	**Average Teacher Absences (2013-14)**	**6.66**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**7.5%**	**Mathematics Performance at levels 3 & 4**	**14.7%**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**36.9%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**100.0 %**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

10X447 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**06,07, 08**	**Total Enrollment**	**479**	**SIG Recipient**	**N/A**
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# Transitional Bilingual	**7**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**14**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**5**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**95.9%**	**% Attendance Rate**	**91.5%**
% Free Lunch	**96.8%**	**% Reduced Lunch**	**1.5%**
% Limited English Proficient	**34.6%**	**% Students with Disabilities**	**19.1%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**N/A**	**% Black or African American**	**13.2%**
% Hispanic or Latino	**84.9%**	**% Asian or Native Hawaiian/Pacific Islander**	**1.1%**
% White	**0.8%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**5.34**	**# of Assistant Principals (2014-15)**	**1**
# 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)**	**13.6%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.3%**	**Average Teacher Absences (2013-14)**	**6.66**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**7.5%**	**Mathematics Performance at levels 3 & 4**	**14.7%**
Science Performance at levels 3 & 4 (4th Grade)	**N/A**	**Science Performance at levels 3 & 4 (8th Grade)**	**36.9%**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**100.0 %**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	**X**
Priority School			

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

10X447 School Information Sheet

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.
Ninety-five percent of our staff is highly qualified. We employ a rigorous outreach and interview process at our school. We collaborate with Teach for America, The New York Teaching Fellows and the Department of Education Teacher Recruitment Office to interview and hire highly qualified teachers for vacancies as they occur. Qualified applicants are interviewed by a team of teachers. Candidates judged suitable are then interviewed by the principal. Teachers that are hired are invited to attend professional development during the summer they will receive curriculum maps, pacing calendars, and curriculum materials. During this week they will receive training in Advance including Danielson's Framework for Teaching, Measures of Student Learning, and Observation choices. Each new teacher is assigned the Literacy Coach or a Peer Instructional Coach as a mentor. The mentor meets with the new teacher twice weekly to discuss what is working well, areas of concern, and next steps through the lens of the Danielson Framework. New teachers visit the classroom of Demonstration Teachers weekly to observe best practices. These observation periods are embedded in their schedules. Professional Development is provided by the Peer Instructional Coaches weekly on Monday afternoons. Provides professional development in reading and writing IEPs and navigating SESIS. The Middle School Quality Initiative provides professional development in small group reading instruction across content areas, vocabulary development, and data analysis. Teachers College coaches provide professional development in the workshop model, reading and writing, and data analysis.

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).
Teacher growth is supported through specific, low inference, evidence-based feedback from the principal, assistant principal. Monthly one-on-one meetings with teachers focus on the attainment of their professional goals and the school support needed to achieve the goals. Professional Development opportunities are planned and provided by multiple personnel including coaches, consultants, mentors, and staff developers to meet the differentiated and developmental needs of teachers. New

teachers receive the maximum support and experienced teachers have leadership opportunities to help support the professional learning throughout the school.

Staff development is monitored and revised, based on the results of student data and teacher effectiveness needs. Teachers have Professional Development opportunities to assist them in developing specific strategies to support the learning needs of ELLs and SWDs in reading comprehension, academic vocabulary, and written analysis of texts, both literary and non-fiction.

Effective strategies to support struggling students to access the complex texts of Common Core aligned curriculum are shared and analyzed for appropriate implementation with targeted students, in intentional student groupings in the classroom.

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 principal formed a MOSL Committee in the Spring of 2014, in collaboration with the UFT Chapter Chairperson, and in accordance with the guidelines of the ADVANCE Evaluation System. The principal selected four members and the UFT Chapter Chairperson selected four members. The committee met eight time beginning in the spring of 2014. They had an opportunity to view and discuss the available power point presentations and webinars. Every MOSL committee member was provided with the MOSL materials in a binder including the change in MOSL selection for 2014. The committee reviewed the options and selected the state and local assessment measures, with the final decision by the principal, who was in accordance with the teachers' choices.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the

consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **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 Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, 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	454,054	X	13, 17, 20, 27, 29
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	108,806	X	13, 17, 20, 27, 29
Title II, Part A	Federal			
Title III, Part A	Federal	19,320	X	29
Title III, Immigrant	Federal	1,464	X	29
Tax Levy (FSF)	Local	3,480,688	X	13, 17, 20, 27, 29

[1]Explanation/Background:

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

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

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

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

and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

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. **Creston 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. **Creston 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

Creston 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 will 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 ⓘ.

A. School Information ⓘ

District 10	Borough Bronx	School Number 447
School Name Creston Academy		

B. Language Allocation Policy Team Composition ⓘ

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 Pamela Edwards	Assistant Principal type here
Coach Susan Defillippo	Coach
ESL Teacher Medina	Guidance Counselor Thomas
Teacher/Subject Area Pichardo/7thgr bil selfcontain	Parent type here
Teacher/Subject Area Reynoso/6thgr bil self-contain	Parent Coordinator Iverka Valerio
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	458	Total number of ELLs	153	ELLs as share of total student population (%)	33.41%

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☒	No☐	If yes, indicate language(s): Spanish
Dual language program	Yes☐	No☒	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 (60%:40% → 50%:50% → 75%:25%)							1	1	1					3
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							1	1	1					3
SELECT ONE														0
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	152	**Newcomers (ELLs receiving service 0-3 years)**	78	**ELL Students with Disabilities**	15
SIFE	12	**ELLs receiving service 4-6 years**	43	**Long-Term (completed 6+ years)**	31

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. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	60	6	0	9	0	1	4	0	1	73
Dual Language										0
ESL	19	6	1	33	0	7	27	0	5	79

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	79	12	1	42	0	8	31	0	6	152
Number of ELLs who have an alternate placement paraprofessional: 0										

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 Spanish							25	25	23					73
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	25	25	23	0	0	0	0	73

*EP=English proficient student

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							38	17	25					80
Chinese							1							1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							2	1						3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	41	18	25	0	0	0	0	84

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							12	14	8					34
Intermediate(I)							11	5	22					38
Advanced (A)							36	23	17					76
Total	0	0	0	0	0	0	59	42	47	0	0	0	0	148

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	45	10	0	0	55
7	32	3	0	0	35
8	41	5	0	0	46
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	48		10		2		0		60
7	26		13		3		0		42
8	3		8		0		0		11
NYSAA Bilingual (SWD)									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
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)	10	25	32	9				
Chinese Reading Test								

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

1. 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.

   At Creston Academy for Responsibility and Excellence, all students are assessed in September, using the Scholastic Reading Inventory. All Level 1 students are tested with the SRI and Fountas and Pinnell assessment for baseline data. Students are assessed in writing, using a baseline writing prompt. The results of these assessment tools are evaluated by the ELL teachers and the Literacy Coach. Their

weekly curriculum planning sessions provide the structure to plan lessons and resources that address areas for next instructional steps that the data from student work reveals. The teachers share and analyze examples of student work and collaboratively plan appropriate techniques and best pedagogical strategies to support their students' improved learning outcomes. The data from the spring 2013 NYSESLAT reveals the following data:

6th grade: Beginner level 12 students; Intermediate level 11 students; Advanced level 36 students; Proficient level 8 students

7th grade: Beginner level 14 students; Intermediate level 5 students; Advanced level 23 students; Proficient level 6 students

8th grade: Beginner level 8 students; Intermediate level 22 students; Advanced level 17 students; Proficient level 2 students.

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

Data patterns revealed across proficiency levels on the NYSESLAT results from spring 2013 are as follows: The speaking strand stands out as the strongest modality, across proficiency levels and even for the newest arrival beginning students.

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)

The data patterns from the NYSESLAT modalities (reading, writing, listening, speaking) affect instructional decisions. Our school's Coherent Set of Beliefs About How Students Learn Best emphasizes classroom practices that not only encourage daily student to student discussion and collaboration but incorporates lessons in which such engagement and student to student interaction is necessary for the tasks and objectives to be achieved. This leverages the strengths that the ELLs are bringing to the classroom (namely their strength in speaking) and encourages the concomitant skill of active listening (which the data suggests is a lesser strength).

The Annual Measurable Achievement Objectives data reveal that over the years, students make progress but they are still not making adequate progress to reach performance targets, as set by New York State. Students' strengths and weaknesses are identified through the analysis of the NYSESLAT data and shared by and with the classroom teachers, the push-in support personnel, such as the ESL teachers, and the content area teachers who also need to have this information so that they can provide personalized and precise instructional support. Student performance data is a shared responsibility so that ample time and effort is provided throughout the day by all teaching personnel who will impact on the students' performance. ELLs are grouped in a specifically-designed class on each grade to facilitate the push-in services of ESL teachers.

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?

Our ELL students who have less than 2 years in the NYCSS are offered opportunity to take the Math State Exam in Spanish. Across the grades, more students opt to take the Math exam in English. The most recent spring 2013 math results for ELLs on the English version:

	6th grade ELLs	7th grade ELLs	8th grade ELLs
Level 1	48	26	39
Level 2	10	13	8
Level 3	2	3	0
Level 4	0	0	0
No Score	1	0	0

The following chart reflects the ELA results from spring 2013 for our ELLs:

	6th grade ELLs	7th grade ELLs	8th grade ELLs
Level 1	45	32	41
Level 2	10	3	5
Level 3	0	0	0
Level 4	0	0	0
No Score	6	7	1

This data is shared with the teachers, supporting the specific areas that teachers need to focus on to address the areas of weakness. Instruction is delivered to the ELLs in both English and Spanish, according to the language proficiency of the students, to ensure that the students understand the math skills. This data is correlated to the NYSESLAT results, using the 4 modalities to determine consistency in results and note anomalies between the data points.

ELL Periodic Assessment is not used at our school. We use other diagnostic and assessment tools in English and in Spanish, which are administered throughout the school year, as benchmarks. They are as follows:

Scantron (Web-based Performance Series); Scholastic Reading Inventory (SRI); Fountas and Pinnell Reading Assessment; Achieve 3000-Teen Biz (evaluates reading and writing in both languages)

In Spanish, DRA and Rigby ELL Assessment Kits are also used to assess ELLs' reading comprehension. These assessments are

administered throughout the year.

These assessment tools provide valuable results that are used by administrators, coaches, bilingual teachers, ESL teachers, consultants. The results are used to drive instructional planning and resources.

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*.)

   The school uses data to guide instruction for ELLs within a response to Intervention Framework that includes 3 Tiers of Instructional Support. The first tier involves the provision of rigorous curriculum and instruction in the general classroom. All ELL students are included in the Common Core Learning Standards aligned curriculum in all subject areas. Teachers are expected to provide appropriate scaffolds, supports, and appropriate data-driven differentiation to help all students (including ELLS) access the rigorous demands and expectations. The 2nd tier of intervention includes small group work, provided both by the classroom teacher and additional support personnel assigned to the classes (including CTT teachers and ESL teachers). More frequent assessments are administered to monitor students' progress. The 3rd tier of intervention involves one on one instruction and tutoring. Conferring and individualized instruction occur both during the school day and after-school. Saturday Academy is another structure designed to provide additional instructional opportunities for the ELLs, provided by trained bilingual and ESL teachers.

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

   The students' second language development is considered in instructional decisions as the teachers plan their learning targets and objectives for daily lessons. Attention to language acquisition, including academic language and domain-specific vocabulary development, figurative language, idioms and expressions, colloquialisms, collocations, and explicit instruction and emphasis on vocabulary building, with classroom practices that emphasize student to student discussion, as a bridge to rich and complex reading proficiency and writing, as per Common Core aligned rubrics. In bilingual classes, rubrics are posted in Spanish as well as in English to provide clear expectations for ALL students.

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

   N/A

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

   The school evaluates the success of the program through the progress and performance of the ELL students on the NYSESLAT exams. In addition, the ongoing analysis and evaluation of daily student work informs our monitoring of the strengths and weaknesses that need to be addressed, both by students and by teachers. Frequent classroom observations and visits by the Principal result in feedback and evaluation reports that document the successes and challenges. Coaches, Peer Instructional Coaches, and Consultants also visit classes and observe teachers and students on a collegial level and provide another form of "critical friend" feedback, as the low-inference evidence observed indicates. Using the Charlotte Danielson Framework For Teaching allows all educators to assess the results in the classroom with a common language and understanding of best professional practices, across all 4 Domains.

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.)

   During the registration process, in September, our school's Parent Coordinator (who is bilingual) and our licensed pedagogues (bilingual and ESL teachers) follow guidelines to complete the intake of possible English Language Learners. The Parent Coordinator's role is to provide translation services while the trained pedagogues conduct the HLIS and interviews. The trained pedagogues determine the students' home language. Teachers briefly interview the students in both English and Spanish, as well as interviewing the parents in the language they can best comprehend. This is critical so that they fully understand the process of admission and the possible choices of programs (TBE, Dual Language, Freestanding ESL). Our teachers assist parents in filling out the Home Language Survey, if they need assistance. Afterwards, the school secretary enters the appropriate language code in the

ATS system. The students that are identified by the Home language Survey as possible ELLs are then given the LAB-R by a licensed ESL teacher, within 10 days of their admission. Those students that score non-proficient are then also given the Spanish LAB exam.
Paste response to question here:

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.
The parents of ELL students are invited to a Parent Orientation Meeting where a licensed ESL teacher provides information and a video that explains the different language programs offered by New York City Department of Education and our school. This meeting is conducted in the parents' home language.
Parent Orientation Meetings are offered after the ESL teacher hand scores the LAB-R grids. These meetings take place a few days after the scoring of the LAB-R. Our ESL teacher makes phone calls and distributes letters to invite parents to come to the school so that they can view a video and read informational pamphlets in the parents' native language. The video and pamphlets explain the different language programs and the ESL teacher explains what programs are offered at our school and the alternative options that parents have. During these meetings, parents are encouraged to ask questions of the ESL teacher(s) and parent coordinator. Afterwards, parents fill out the parent survey and program selection forms. Copies of these filled out forms are maintained in a binder and stored in a locked cabinet in the main office. All the parent choice selections that parents requested which are provided by our school were honored and the students were placed in our programs.
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].)
Our school's ESL teachers review the NYSESLAT data, using the RLAT Report. The ELL students that score proficient are given a letter of non-entitlement in their parents' native language. This letter explains that their child has attained language proficiency in English and will no longer receive bilingual or ESL services. ELL students that score beginning, intermediate, or advanced are given a letter for their parents in their native language, that informs them that their child will continue to receive bilingual or ESL services for the current academic year. All placement, entitlement, and continued entitlement letters are kept in a binder and stored in a locked cabinet in the main office.
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.
As outlined above, the criteria used and procedures followed to place identified ELL students in bilingual or ESL instructional programs include following the State LEP Identification Process and consultation and communication activities with parents in their native language. After screening and determining if a newly admitted student is eligible for LAB-R testing, the student is given the test. Using the LAB-R 2013 cut scores, the student's level of English proficiency is communicated to the parent. All of our correspondence is bilingual, in English and in the parent's native language. For newly admitted students, the parent is told whether their student is at a beginner/intermediate or advanced level. After consultations and communication with the parent, the newly admitted student is placed in a bilingual or ESL instructional program according to the parent's informed choice. Parents of previously identified ELL students are notified of their child's performance on the NYSESLAT. If the student passed the NYSESLAT, the parents are notified that their child is English proficient and no longer entitled to ELL services. If their child did not pass the NYSESLAT, the parents are notified of their child's English Proficiency level according to the NYSESLAT, and the child remains in the ELL program in which he/she is currently enrolled. If the parents change their minds or are not happy with their program of choice, then they meet with the Principal and ESL teacher or Parent Coordinator. As a result of their meeting in the parent's native language, the child is then placed in the program selected by the parent. If a parent prefers a program option that is not offered at the school, a trained pedagogue will support them in identifying a nearby school that does have that program. If the parent speaks a language other than English or Spanish, a translator from the child's family or the community is available to translate for the parent. The ELPC screen on ATS is updated within 20 days by the ESL teacher. The ELPC occurs as soon as the parent orientation takes place. The program that the parent selects is entered on the ELPC screen on ATS by the licensed pedagogue.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In order to ensure that the school administers the New York State English as a Second language Achievement Test (NYSESLAT) to all ELLs, the Principal ensures that the testing coordinator has access to all current testing memos and information in a timely fashion. The testing coordinator creates a schedule for testing and shares that with the Principal for approval and with the teachers so that everyone is informed. Special schedules are created during the designated time frame that the testing must take place. Students are pulled out of classes and ESL teachers administer all sections of the exam. The testing coordinator ensures that all ELL students are tested and that all documents are scored and submitted within the time frame that is designated. The testing coordinator makes sure that ELL students who may have been absent are accounted for when they return to school (within the time frame designated by New York State). The secretary accesses and prints out all ATS reports that serve to determine NYSESLAT eligibility and they are provided to the Principal and the ESL teachers. The ATS reports used to dfetermine NYSESLAT eligibility are RLAT and RYOS.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

This year, we offer TBE classes on all 3 grades (6, 7, 8) which reflects the needs of our community and responds to parents' requests for such programs. Parent Surveys are distributed to families by the Parent Coordinator. They are reviewed and shared with Principal. All the parent choice selections that parents requested which are provided by our school were honored and the students were placed in our programs. Ongoing and regular communication with CBOs and community organizations help to keep the school informed about community needs. Communication with Councilman's office is also another way that community needs are shared and assessed so that the school continues to fulfill its mission to effectively serve the community's students and families. This year, as of this date, 14 parents were interviewed by the ESL teacher and 13 of those 14 parents were in agreement with the TBE placement for their children. The other parent wanted ESL program based on the child's proficiency level on the LAB-R which was 46%, as opposed to her Spanish score which was only 32%. That child was designated to receive ESL services, as per the parent's request. Over the past years, we have typically interviewed 15-18 parents per year and our records indicate that the students' placements were 100% in accordance and agreement with the parents' requests. The trend indicates that parents are opting for our Transitional Bilingual Education classes, with just some parents opting for ESL service, alone.

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])?

Our school offers two language models: 1 bilingual transitional education classes in each grade (6, 7, 8) and an ELL dominant class in each grade (6,7,8) that receives ESL push-in services from licensed ESL teachers. The classes are heterogeneously composed of students across language proficiency levels. They travel together as a class. Push-in ESL teachers provide ESL service to other classes with ELL students, as well.. Content area teachers provide instruction for the classes, as a whole. The teachers in this school are good language models who can differentiate for ELL subpopulations and continuously work on oral language development with their students based on the individual student data they have collected.Strategies often used for ELLs include modeling, audiovisuals, semantic mapping, graphic organizers, explicit vocabulary development, activating prior knowledge, and engaging in accountable talk The push-in model allows for a better teacher to student ratio and thus the teachers can more closely monitor the students' progress and also provide meaningful formative feedback throughout the teasks and lessons. The appropriate number of mandated minutes of ESL instruction are provided and the mandated breakdown for English instruction and Spanish instruction is followed by the teachers. ELLs have rubrics, based on the NYSESLAT, that help the school monitor progress on a regular basis.If a unit takes six weeks, then the writing can be developed during this time using the rubric.The rubric was originally designed to create a sense of accomplishment for ELLs even though they may have not moved up a whole point on the rubric. .Another idea that guided the creation of the rubric was the understanding that the skills used on the NYSESLAT writing portion of the test (conventions, organizations, vocabulary, and complexity) need to be understood by all faculty members working with ELLs. The rubric is successfully used in all content-area classes to further promote the understanding that every teacher is a literacy teacher, and to create a coherent curriculum for all ELLs.The school has found that these scaffolds and other strategies allow their ELL students to succeed using the same curriculum as their non-ELL students.

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)?

Certified bilingual teachers are hired and assigned to the bilingual classes. ELL students in the bilingual classes who are beginner and intermediate levels receive 360 minutes a week of ESL instruction from their bilingual class teacher, with an emphasis on effective ESL strategies, as well as 60-90 minutes of native language arts in Spanish. Advanced level students in the same classes receive 180 minutes a week of ESL instruction in the content areas and 180 minutes a week in ELA literacy in English. The ESL self-contained classes are all taught by licensed ESL teachers. Teachers' programs have appropriate mandated times designated in order to fulfill all compliance requirements under CR Part 154.

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.

The ESL self-contained classes all have an additional ESL teacher who pushes into the class to provide additional tiered support with the targeted students, providing the mandated number of minutes of ESL instruction for beginners and intermediates (360 minutes per week) and for advanced students (180 minutes per week, using ESL strategies in the content areas as well as 180 minutes using ELA literacy strategies in English and 45 minutes in native language arts in Spanish. The bilingual teachers teach ELA, ESL in English, and Native Language Arts. They teach Math and Social Studies in both languages, according to the varied language proficiency levels within their classes. The 6th grade and 8th grade science teachers are both bilingual and the 7th grade science teacher is bilingual but does not speak Spanish. The Common Core Learning Standards-aligned curricula in the content areaas is delivered with Universal Design for Learning practices that support and scaffold the language needs of the ELL students. In addtiion, SIOP strategies are used to support ELLs' content mastery and language acquisition. Intentional emphasis is placed on vocabulary development through the Word Generation Program. Our school's Coherent Set of Beliefs About How Students Learn Best highlights best pedagogical practices that serve to support meeting the needs of all students, including, of course, ELLs. Modeling, explicit instruction, rubrics, meaningful and actionable feedback through one-on-one conferring and small group instruction, engaging materials, tasks, and questions, emphasis on student to student discussion and collaborative inquiry with higher-order thinking and cognitive demands create a learning environment that sets high expectations and also provides matching supports for the ELL students to help them meet the high standards.

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

ELLs are appropriately evaluated by their classroom teachers in their native language through the classroom tasks and activities,

aligned to the curriculum. ELLs are also evaluated on a regular basis by classroom teachers as they confer with students in small groups or one-on-one. They are evaluated both in Common Core Standards work as well as with native language materials, designed to meet the needs of the students. Teachers enter students' scores on our ENGRADE system which is accessible to students, parents, teachers, and administrators. It is available in real time accessibility. It is well used throughout our school.

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

ELLs are also appropriately evaluated in all four modalities of English acquisition through conferring one-on-one conferences with classroom teachers. These logs are maintained and reviewed by the Principal, coaches, and consultant. Our Coherent Set of Beliefs About How Students Learn Best emphasize daily classroom practices that incorporate student to student discussion, ample time for reading and writing, feedback to students (provided in small groups and one-on-one conferences). At such conferences, assessments of students' progress and performance. Teachers not only monitor the students but use the opportunity to provide teaching points and feedback, expressly tailored to the students' needs. Common Core Learning Standards of Language are especially emphasized for the ELL population. Principal's frequent classroom visits and observations result in feedback to the teachers and evaluation reports that document the teachers' practices and level of performance, under ADVANCE.

6. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for long-term ELLs (completed 6+ years).
   e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Differentiation of instruction for ELL subgroups takes place, as follows:

Students who are identified as SIFE and Long term ELL are offered opportunities to use technology to differentiate their reading instruction, both by reading level and by interest. They also receive instruction in small (4-6 students) and very small (2-3 students) guided reading groups. These approaches help them receive focused, personalized, and low-risk attention. ESL teachers and bilingual teachers meet together to plan, with specific attention to best practices for ELL instruction. These teachers also attend common planning sessions on a weekly basis with other teachers on their grade for both ELA and Math.

Students who are recent arrivals and those students who have less than three years in an English Language school system are paired with proficient students who speak both languages. This peer support is very effective in helping students to feel comfortable in a new environment. Respect for All tenets are emphasized, as language and cultural differences are respected and supported. Teachers welcome students' participation in the learning process, in whichever language helps the student learn best. As new language is being acquired, native language is used to access the content and activities. Directions and instructions may be provided in both languages, with a variety of quality visual aids and/or realia, and other strategies used to reinforce and communicate concepts and skills.

ELLs who have received 4-6 years of ESL services have their ESL and bilingual teachers create specific lessons that are comprehensible by making language and content very clear, achievable and with rubrics in both languages to emphasize expectations. Process charts in the classroom are also posted conspicuously to support students' learning. Modeling, demonstrating, and explicit instruction are part of our school's highlighted practices. Student engagement and effective, actionable feedback to students provide for ample opportunities for students to practice independently and/or groups and partners, with teachers providing ongoing checks for understanding and actionable feedback for next steps. Conferring and conference notes ensure that students receive consistent and individualized attention.

ELL students who scored level 1 in both ELA and Math on the spring 2013 state tests receive intervention in ELA and Math, through one on one tutoring by their teachers. ELL students work on project-based activities that encourage peer collaboration, investigation, and research. Guided reading groups are another structure that occur on a scheduled basis throughout the day and throughout the year, with students who have common learning needs and levels. Flexible groups are created by the teacher, using the data they have on the students, including ELA and Math scores, as well as NYSESLAT results. Intervention in Math is provided in both languages, as needed. Math baseline assessments are given in September and results are used to form student groups. ELL students also have access to a web-based math program, called Fast Math." This program provides support in English and in Spanish.

ELL students who score Proficient on the NYSESLAT are provided with the following testing accommodations: separate location, time and a half. Such accommodations are also provided during simulation tests. These accommodations are provided for 2 consecutive years to all proficient ELLS to continue to support their language proficiency.

Our newly-arrived ELLs are admitted on the first day of school. They are welcomed, as are their parents. They are informed of all school expectations, both verbally and through the sharing of the school's Student Handbook. The Parent Coordinator, as well as the class teacher, are available to provide additional translation, if necessary.

Since differentiation and one-on-one conferencing are practices that have been and continue to be emphasized in our school, teachers meet individually with students on a regular basis. Professional collaboration is also an embedded practice and occurs regularly through our planned common periods for professional planning. These sessions focus on Looking at Student Work, Sharing Best Teaching Practices, Curriculum Planning. Teachers share student work, including work of all sub-groups, with a particular attention to the subgroups of

ELLs and SWDs. CTT teachers, ESL teachers, and paraprofessionals are assigned to push-in and designated students are intentionally assigned to ensure accountability and focus. Lesson plans will reflect the groups and the assigned personnel, as well as the tasks and activities that will be coordinated with the curriculum and the pedagogy.

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?

   ELL students in all grades are invited to participate in after school programs via a letter to the parent, notifying them of the programs. The letter details the purpose of the program, the days and times that the program will be in session. Parents are informed that students who sign up are accepted into the program. Daily attendance is taken and when a student is absent, the secretary makes a call to the home to follow up. The goals of the after school programs include emphasis on developing the ELL students' second language literacy skills in the four language modalities. The after school program uses the following materials: Achieve 3000 (web-based differentiated reading program in English and in Spanish), classroom libraries with Spanish and English language books and other reading materials, picture dictionaries with related activities and audio supports, standard English-Spanish dictionaries, Rosetta Stone language acquisition software (licenses are purchased by the school for individual students). Classrooms libraries are established and enhanced throughout the year with materials that reflect Common Core Lexile level books, large collections of non-fiction texts, as well as books at students' independent reading level. The interests, backgrounds, and cultures of the students are also considered when adding books to the libraries. Saturday Academy is also designed to provide additional instructional time for ELLs and includes trips around New York City, in which real-life experiences provide the opportunities to develop rich and specific language through experiential learning activities. The socialization of the experiences in small groups makes the learning very natural and enjoyable for the students, as well as opening up their exposure to New York City with their peers and the teacher as a "guide." SIOP strategies are used to support ELLs' content mastery and language acquisition. Intentional emphasis is placed on vocabulary development through the Word Generation Program. Our school's Coherent Set of Beliefs About How Students Learn Best highlights best pedagogical practices that serve to support meeting the needs of all students, including, of course, ELLs. Modeling, explicit instruction, rubrics, meaningful and actionable feedback through one-on-one conferring and small group instruction, engaging materials, tasks, and questions, emphasis on student to student discussion and collaborative inquiry with higher-order thinking and cognitive demands create a learning environment that sets high expectations and also provides matching supports for the ELL students to help them meet the high standards. ICT teachers review students' IEPs to ensure that the mandated accommodations and modifications are being implemented. In addition, the IEP identifies the students' disabilities and the ICT teachers meet routinely on a weekly basis with the co-teacher to plan strategies to address the students' learning needs, in alignment with the curriculum being implemented.

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?

   Our school uses curricular, instructional, and scheduling flexibility to enable diverse ELLs and SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment, as follows: ESL teachers push-in to provide services to reduce the student-teacher ratio, permitting more small group and one-one instruction. Careful attention to students' learning styles, aligned with appropriate resources selected and provided by administration and teachers, matched to students' interests and levels, serves to address students' needs, without referring the students for self-contained classes. CTT classes and general education classes provide wide opportunities for ELLLs to interact with all other students, while receiving the appropriate services, as determined by IEPs. Congruence and coordination of personnel allow for an effective sharing of students' learning needs and IEP mandates. Teachers are all expected to use IEP data, as well as all other available data, to make instructional decisions, personalized for individual students.

Courses Taught in Languages Other than English

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

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

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

Courses Taught in Languages Other than English ⓘ				
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes				
Math:	Spanish			
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	

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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

The year begins with a battery of diagnostic tests in all content areas to determine which students are below level, on level, and above level. These results are reviewed and correlated with the most current NYSESLAT results, New York State exams in ELA and Math. Students receive targeted intervention, aligned to scaffold their access to Common Core Learning Standards. In identifying students who require extension of services, we focus on the specific characteristics of the learner that must be addressed through the extension services. The students with 3-4 years of service receive intervention that includes one-on-one tutoring, projects, and small group instruction. The students with 5 years of service receive intervention that includes one-on-one tutoring, projects, small group instruction, and independent study. All students in our ESL program receive additional support through guided reading with instructional level texts and vocabulary development. Spanish leveled libraries in the classes provide ample resources for students to engage in high-success reading with high interest books, matched to the independent reading levels of the students. Spanish text books in Math and Social Studies have been purchased and are used to support content instruction. Books on tape provide another modality support. Language dictionaries with correlated workbooks, learning activities, audio CDs, and materials for teacher support have been very useful for diverse learners. Students work independently, at their level, and are monitored closely and often, by the teachers. Common Core Language Standards are emphasized, in addition to the literacy and math standards, when planning learning targets and goals for student progress and performance. Our classes are all grouped heterogeneously to encourage opportunities for students to engage in rich student to student discussion, with opportunities to hear and approximate wide range and register for language practice. As the school receives Title 1 funding through school-wide project, all programs are planned to provide opportunities for all students and families. Title III Extended Day Intervention Program focuses on developing ELLs second language literacy skills in all four modalities. ELL Vacation Academy provides additional instructional time and opportunity for ELLS during Mid Winter Recess and Easter Vacation. Emphasis is on providing very small group instruction, with students reading books matched to their level for high success reading experience. Achieve 3000 is highly effective as a web-based, individualized reading program for students to read in English, at their level, and in Spanish at their level, with materials differentiated by their interest. Saturday Academy incorporates focus on writing effective Common Core standards-based argument essays, with evidence from texts. Literature clubs, technology, and trips provide diverse opportunities for the diverse learners to leverage their personal learning strengths, while building on their lesser strengths and areas of need. Explicit "test-taking" support also supplements our core instructional program. Test language and strategies are taught and practiced throughout the year. The four modalities are incorporated in the lessons. We have an extensive physical education program during the day and after school. Students receive health and physical education instruction, daily. Every morning, students also have the opportunity to participate in the Young Runners Club. After school activities include Ultimate Frisbee, Flag Football, Fitness Club, Basketball Teams, and Volleyball Teams. These programs are funded the Department of Education's CHAMPS program. SMART BOARDS in every class provide multiple, engaging opportunities to access and represent resources, with UDL principles of representation of instructional materials being implemented by the teachers, on a regular basis. Utilizing visual supports and realia, as well as hands-on projects reinforce the abstract concepts and content. Teachers provide intervention, using best Response to Intervention guidelines (3 tiered approach), using the research from Richard Allington's What Really Matters In Response to Intervention and Douglas Fisher, Nancy Frey, and Carol Rothenberg's Implementing RTI with English Learners, and Strategies for Success with English Language Learners by Rojas. Targeted intervention in Math is provided through extended day program 2xs/week. Scholastic Math Inventory assessments are administered monthly and provide frequent updated data about students' performance for teachers to adjust their instruction accordingly. FAST MATH is another program that supports targeted instruction for students needing help in math computation. Intervention Kits from Marilyn Burns (mathematics expert and author) provide intervention supprot for the ELLs who are performing at the lowest levels in math.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Reflection, review, and revision are all aspects of our collaborative planning and conversations. Teachers meet in professional learning teams on a weekly basis, both during common planning time and after school curriculum planning. Ongoing one-on-one meetings between teachers and the Principal begin early in the year, with teacher goal-setting conversations and are followed by mid-year conversations and end of year conversations. Throughout the year, the Principal also meets with individual teachers, related to the supervisory classroom observations that occur on a frequent basis. Such emphasis on evaluation permits clear expectations and careful monitoring to ensure effectiveness of our programs. Students' progress and performance are topics that take "center-stage" in all conversations. Ongoing open dialogue among all staff focuses on the students and their successes and challenges. Support personnel, such as guidance counselors, are also involved in the conversations about the students. Social and emotional considerations must be addressed, particularly for ELLs who struggle to acclimate and make adequate progress.

NYSESLAT results provide important information about the students' progress and performance in language acquistion. Disaggregating the total score to examine the performance levels in the 4 modalities is even more important as targeted instruction can be effectively implemented with small groups of students who demonstrate common needs. Intentional groupings in classes can be another classroom revision that emanates from the underestanding and analysis of the NYSESLAT modality report. Last year, we had 16 stuents who became Proficient, according to the most current NYSESLAT results. We are waiting for the Modality analysis to further determine our next instructional steps in the classrooms.

11. What new programs or improvements will be considered for the upcoming school year?
Based on our ongoing review and reflection, and to meet the needs of the students in our community, we are adding a 3rd bilingual class so that all of our grades (6,7,8) will have a full class of bilingual bilingual students, with a newly-hired teacher (licensed bilingual). Each grade will also have a self-contained ESL class to facilitate the provision of push-in services by licensed and well-trained ESL teachers. Reducing the student-teacher ratio continues to be an effective strategy to provide individualized, precise, data-based targeted instruction, tailored to the students' needs.Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
We continue to reflect on our program and practices to enhance and refine our offerings, both in content and in practice. We do not anticipate discontinuing any services or programs. We seek to enhance the ones we provide with continuing reflection and modifications, as per the Common Core Learning Standards expectations to surface the gaps and address them, through professional collaboration and enhanced expertise and experience.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs. They are invited to attend our extended day programs, Saturday Academy, all sports programs, and all extra-curricular events. The year begins with a battery of diagnostic tests in all content areas to determine which students are below level, on level, and above level. These results are reviewed and correlated with the most current NYSESLAT results, New York State exams in ELA and Math. Students receive targeted intervention, aligned to scaffold their access to Common Core Learning Standards. In identifying students who require extension of services, we focus on the specific characteristics of the learner that must be addressed through the extension services. The students with 3-4 years of service receive intervention that includes one-on-one tutoring, projects, and small group instruction. The students with 5 years of service receive intervention that includes one-on-one tutoring, projects, small group instruction, and independent study. All students in our ESL program receive additional support through guided reading with instructional level texts and vocabulary development. Spanish leveled libraries in the classes provide ample resources for students to engage in high-success reading with high interest books, matched to the independent reading levels of the students. Spanish text books in Math and Social Studies have been purchased and are used to support content instruction. Books on tape provide another modality support. Language dictionaries with correlated workbooks, learning activities, audio CDs, and materials for teacher support have been very useful for diverse learners. Students work independently, at their level, and are monitored closely and often, by the teachers. Common Core Language Standards are emphasized, in addition to the literacy and math standards, when planning learning targets and goals for student progress and performance. Our classes are all grouped heterogeneously to encourage opportunities for students to engage in rich student to student discussion, with opportunities to hear and approximate wide range and register for language practice. As the school receives Title 1 funding through school-wide project, all programs are planned to provide opportunities for all students and families. Title III Extended Day Intervention Program focuses on developing ELLs second language literacy skills in all four modalities. ELL Vacation Academy provides additional instructional time and opportunity for ELLS during Mid Winter Recess and Easter Vacation. Emphasis is on providing very small group instruction, with students reading books matched to their level for high success reading experience. Achieve 3000 is highly effective as a web-based, individualized reading program for students to read in English, at their level, and in Spanish at their level, with materials differentiated by their interest. Saturday Academy incorporates focus on writing effective Common Core standards-based argument essays, with evidence from texts. Literature clubs, technology, and trips provide diverse opportunities for the diverse learners to leverage their personal learning strengths, while building on their lesser strengths and areas of need. Explicit "test-taking" support also supplements our core instructional program. Test language and strategies are taught and practiced throughout the year. The four modalities are incorporated in the lessons. We have an extensive physical education program during the day and after school. Students receive health and physical education instruction, daily. Every morning, students also have the opportunity to participate in the Young Runners Club. After school activities include Ultimate Frisbee, Flag Football, Fitness Club, Basketball Teams, and Volleyball Teams. These programs are funded the Department of Education's CHAMPS program. SMART BOARDS in every class provide multiple, engaging opportunities to access and represent resources, with UDL principles of representation of instructional materials being implemented by the teachers, on a regular basis. Utilizing visual supports and realia, as well as hands-on projects reinforce the abstract concepts and content. Teachers provide intervention, using best Response to Intervention guidelines (3 tiered approach), using the research from Richard Allington's What Really Matters In Response to Intervention and Douglas Fisher, Nancy Frey, and Carol Rothenberg's Implementing RTI with English Learners, and Strategies for Success with English Language Learners by Rojas.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
The instructional materials used to support ELLs include all of the Common Core Standards-aligned reading and math curriculum materials, as recommended by the Department of Education. Teachers often translate materials for students who are not able to access the English at the level of proficiency required for the texts presented. Spanish-English dictionaries and support CDs provide opportunities for students to independently develop vocabulary at their own individual pace. Individual license are purchased by the school for students to access Rosetta Stone to learn English. Class libraries for ELLs include abundant independent reading books and materials, in both English and in Spanish. These reflect both independent reading levels of the students and student interest. Challenge books are also readily available. The school consistently addresses its mission to develop an authentic love of reading by all students by encouraging great student choice in reading and providing extensive amount of time for independent reading. Students are encouraged to request titles of books for the school to purchase. SMART BOARDS in every classroom, as well as extensive access to laptops, allow students to use internet resources (with guidance and supervision of teachers) to support their learning.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is provided in each program model that we offer (TBE and ESL). In TBE classes, native language instruction is delivered in native language arts literacy, math, and content areas. Students write in both English and in Spanish. Students are grouped in flexible groupings, based on common learning needs. Therefore, sometimes, they are grouped for instruction by language proficiency level and sometimes they are organized in other group configurations for peer to peer conversations, tutoring, and collaborative projects. Teachers' decisions about groupings are based on purpose, activities, tasks, and data from students' evidence-based student work products. In ESL classes, emphasis on English language development and acquisition uses effective strategies, as presented by experts in the field, such as Calderon, Gibbons, Freeman and Freeman. Explicit teaching and student work with cognates, idiomatic expressions, figurative language, collocations, and Tier 2 vocabulary (as per Isabelle Beck's work on vocabulary instruction). Leveled books in Spanish are provided in each classroom library and students are encouraged to read independently at their level.The DOE Core Curriculum libraries are available in Spanish, including literature and non-fiction texts. Teacher-translated materials are also created to support students who need Spanish versions of materials not available. Achieve 3000, an online program for students offeres differentiated reading level articles in Spanish. EScience is also available in Spanish. The reading in content area is aligned to DOE Science Scope and Sequence and core curriculum during science classes for grades 6, 7, and 8. Additional rigorous reading materials in Spanish are being explored through Instituto Cervantes and the DOE Office of ELLs to ensure common core learning standards texts are abundantly available for the ELLs..
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
ELL students receive their required services and these services support the students' needs to acquire proficiency in English and achieve academic growth on their grade level. The resources used by all teachers who provide services correspond to the ELLs' age and grade level. Using the strategies and supports from resources, such as SMART BOARDS, audio tapes, and visual supports, students are taught in a developmentally appropriate way, using high interest materials for low level readers, engaging lessons and thought-provoking read alouds to prompt higher order thinking and generate amplified language opportunities among students, appropriate soft ware, while at the same time, addressing the key standards from CCLS.
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.
Our school assists newly-enrolled ELL students before the beginning of the year. All such students and their families are invited to attend Orientation Meetings to learn about the program and the school. Our Student Handbook details expectations for students. Our Parent Coordinator is available to assist students during the day, with an additional support of being present in the cafeteria, daily, so that students have easy access to her for help while not losing instructional time from classes. This is particularly supportive for the ELL students who are enrolled throughout the school year. They are provided with the Student Handbook and help in understanding the expectation comes in many ways, through the support of guidance personnel, Parent Coordinator, Dean, and of course, the classroom teachers.
18. What language electives are offered to ELLs?
We do not offer any language electives at this time.Paste response to question here:
19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1.Increasing staff effectiveness through meaningful professional development is directly correlated to student achievement. One of our school goals is to provide all staff with appropriate, differentiated, tiered professional development opportunities, throughout the year. The language development of our ELL and bilingual students has been identified as an integral aspect of our school's priority instructional focus, and as such, becomes the responsibility of all teaching personnel, as a shared goal. All professional development includes a particular and distinct attention to the needs of ELL learners. Every Thursday afternoon from 2:20-3:10 PM, all staff members (including teachers and paraprofessionals) meet in common planing sessions. Common Core curriculum units are adapted and revised to provide the necessary scaffolds for diverse learners. The Danielson Framework For Teaching is also embeeded in the professional development to norm the staff undeerstanding of effective teaching practices. The secretary has attended professional training on using the reports for ELL students. Secretaries are encouraged to participate in Network or DOE training sessions. The DOE and Network provide newletters and announcements of PD offerings and staff are encouraged to attend. Guidance Counselors attend PD workshops offered by DOE and Network. Guided Reading professional development is provided 1 Saturday per month by the Generation Reading Consultant. The DOE Ambassadors also provide PD for teachers, with an attention to meeting the needs of sub group populations.

2.Our Educational Consultant is an experienced educator with a strong background and current expertise in bilingual and ESL education, as well as literacy. Our current teaching staff in our bilingual and ESL program have been interviewed and hired, based on their level of effectiveness and their predicted level of effectiveness (new teachers and newly hired teachers). Focusing on best and current research and professional texts, articles, videos, and webinars provided by the DOE, other educational institutions, and experts in this area of instruction are integrated into the professional development for all teachers, strengthening everyone's best practices in this area. Two teachers have been identified as Peer Instructional Coaches and provide professional development for all teachers, for teacher teams, and for individual teachers. A staff developer also supports the professional development of the teachers and paraprofessionals. Weekly content area meetings are built into the school schedule and a memorandum and year-long calendar identify and emphasize expectations, including the protocols, the documentation, the focus of Looking at Student Work, Sharing Best teaching Practices (aligned to the Danielson Framework For Teaching). Additional time is established for Thursday afternoons for content area teachers to meet to collaborate and plan Common Core aligned curriculum, with an attention to the differentiated needs of diverse learners. Developing the appropriate scaffolds, supports, and extension for diverse learners is the focus to help students access the rigorous Common Core aligned curricula in all content areas. ESL teachers and bilingual teachers have multiple opportunities to interface together as a cohort and with their colleagues on their respective grades, to be in synch with the expectations of the Common Core Learning Standards and school-wide Common Core curricula.

3.Our school guidance staff is highly qualified to assist our ELL students and their parents both as they transition from 5th grade into 6th grade and as our 8th grade students prepare to go to high school. Both transitions are addressed throughout the year by our 3 guidance counselors. Our Student Handbook is distributed to incoming 6th graders before the opening of school at a new students' orientation meeting for students and their parents. Informational sessions for 8th grade students and their parents are offered on Saturdays (to make the time convenient for working parents) to provide up-to-date details and materials about the high school application process and selection process. Parents receive folders with valuable information, including the dates for the City-wide High School Fairs in September and October. The folder also contains information on career choices, specialized high schools, and a directory for NYC high schools is distributed. ELL students and their parents are offered the opportunity to meet at the school and take a bus together to Brooklyn for the City-wide High School fair. Chaperones are provided by the school if parents are not able to accompany their child. During the regular school day, guidance counselors meet with small groups of students to discuss the procedures and processes for selecting a high school and answer any questions that arise during the application process. The counselors are available during the students' lunch period to provide additional opportunities for individual students to consult with guidance personnel. A class is offered to provide support for students to prepare them for the Specialized High Schools. Workshops are provided for parents on accessing and using ENGRADE online to help monitor their children's work in school. Monthly parent workshops are provided by the Parent Coordinator and include topics, such as Common Core Learning Standards, College and Career Readiness, High School Entrance, new students' issues, as well as topics pertinent to all adolescents.

4. The minimum 7.5 hours of ELL training (10 hours for special education teachers) in supporting ELLs as they engage in the Common Core Learning Standards is embedded in all professional development sessions, with materials that are designed to address specific ELL strategies that meet the needs of this sub group of learners. In fact, many of these strategies that work best for ELLs are also extremely effective with all students, such as Making Thinking Visible strategies and Accountable Talk. Annotating and close readings of text provide multiple exposures of repeated readings which facilitate and support students' comprehension. These are just some of the techniques that help all teachers create learning bridges, using the known to the unknown. Professional development opportunities that focus on ELL strategies that are provided both by our Network and by the DOE are distributed to staff to add to the professional development options. Agendas and sign sheets for all PD training that emphasizes best instructional strategies for ELLs (as per Jose P.) are filed and maintained in the Principal's offcie.

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. Ongoing communication with parents is an essential component for a successful school program. Our school holds monthly Parent Association and School Leadership Team meetings. We promote parent involvement through the following school activities: Provision of translators, when necessary; telephone contact; organization of parent open houses; bilingual school notices; organization of school-wide events for families; award ceremonies for students and families; monthly parent meetings; community events; family nights, with a focus on content areas; parent-student sports nights; parent-teacher conferences; parents welcomed for class field trips; invitations for student performances, fairs, and talent shows. Our Title III Immigrant Funds Supplemental Program are used to increase parental involvement and community collaboration with families, and in particular, families of ELLs. Monthly workshops included topics generated through collaboration between parents and school and included a wide range, such as Cyber-bullying, academic success of ELLs, Common Core Standards, ARIS Parent Link access, career pathways for ELLs, building language skills in the summertime for ELLs. And even includes trips and workshops at El Museo del Barrio. Translation is always provided during all school events. Learning Leaders provides the opportunity for parents to volunteer in classrooms, with training and certification. Open access for our parents in the school library is available to support parents. School-wide Curriculum Night and grade-level Orientation Sessions provide opportunities for teachers and parents to share expectations, challenges, and supports for the children.

2. Our school partners with Good Shepherd Services to provide parental involvement activities. Our new grant with Lincoln Center will also provide opportunities for parental involvement throughout the year. Workshops and other activities will be scheduled for all parents, including parents of ELLs.

3. Our Parent Coordinator distributes a NYC DOE Parent Survey. In this survey, parents are asked various questions regarding school environment and school-wide activities. These surveys are conducted in 2 ways-either physically filling out the survey in hard copy form or online, electronically. The Parent Coordinator is available to assist parents with either option. Parents also fill out a school-based survey (Parent/Family Involvement Survey) which is prepared by our Parent Coordinator in both English and in Spanish. In this survey, parents indicate what their specific needs are. The school's Learning Environment Survey provides extensive insight into the needs and perspectives of parents. The results of this survey have shown very high parental satisfaction, as per the questions presented. In fact, the number of parents filling out and submitting the survey far exceeds the citywide percentage. Discussions between parents and teachers during Parent-Teacher Conferences, as well as ongoing conversations between parents and school staff offer ongoing opportunities for parents' concerns and needs to be heard and addressed. This "data" is evaluated by the Principal, Parent Coordinator, and other key constituents, such as UFT Rep and PA President.

4. The Parent Coordinator reviews parent surveys and plans ongoing workshops, throughout the year and invites outside CBOs and other organizations and guest speakers to help parents address their expressed concerns and areas of need. Parental participation in the school's Leadership Team provides another forum for the needs and perspectives of parents to be voiced and addressed. Examples of such needs include adult education programs, child health issues, Common Core Learning Standards expectations for College and Career Readiness, miscellaneous parenting issues.

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:

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10X447 **School Name:** Creston Academy for Responsibility

Cluster: DSSI Cluster 01 **Network:** CFN 109

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

Part A: Needs Assessment Findings

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

The data and methodologies used to assess the 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 include the following:

1. Parents fill out the school's Learning Environment Survey and are supported in this through the interpretation and translation services of the Parent Coordinator and other bilingual staff.
2. Parents with Hispanic surnames who are enrolling new student admits to the school are given the Home Language Identification Survey. This information is entered on the ATS screen for HLIS. An interview with the parent and the child has been conducted by a licensed pedagogue. The completed HLIS form is placed in the student's cumulative file and remains as a part of the studfent's permanent record. The school determines within 30 days of a student's enrollment the primary language spoken by the parent and whether language assistance will be needed for the parent to communicate effectively with the school and DOE. The numbers and names of parents who require interpretations and translation services are reflected by the data of the HLIS surveys. We currently have 153 ELLs (approximately 33.4% of our total student population), many of whose parents have limited English language ability. Therefore all notices from the school are sent home, in English and translatedc into Spanish. Parents are kept well-informed about the school activities and about their children's progress and performance. There are very few ELL students whose home language is other than Spanish or English but every effort is made to ensure that these parents are also kept well-informed through the translation and interpretation services of trained pedagogues who are fluent in those languages and through the DOE Translation office. The parent coordinator is always in attendance at school workshops, meetings, and events in order to translate, if necessary, as are other licensed personnel who are bilingual.
3. The school's percentage of Hispanic students and families and the growing population of ELLs and Transitional Bilingual Education students are clear indicators of the need for translation and interpretation services in Spanish.
4. The school maintains a record of the primary language of each student and this information is maintained in ATS and on the students' emergency card.
5. As part of the school's CEP Planning with the School Leadership Team the school addresses the language assistance needs, including:

a. regular and timely provision of translated documents through either existing resources or the Translation and Interpretation Unit
b. timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education;
c. how it will provide those needs
d. the budgetary and staffing resources it is devoting to fulfill those needs
e compliance with the notification requirements in Section VII of Chancellors' Regulation A-663.

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

The large percentage of students from Hispanic households (approximately 76%) indicates to us that there is a great need to provide language assistance (translation and interpretation services) in order to help our families feel comfortable, welcomed, respected, and actively involved in our school life. These findings are reported to the school community through Parent Association Meetings, School Leadership Team Meetings, Faculty 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.

The school provides the following translation services:
1. All appropriate language versions of Department of Education documents which are distributed or electronically communicated to all or substantially all parents within the City containing critical information regarding their child's education, including, but not limited to:
a. registration, application, and selection;
b. standards and performance (e.g., standard text on report cards);
c. conduct, safety, and discipline;
d. special education and related services; and
e. transfers and discharges.

2. All school documents related to Student Specific Issues including but not limited to students':

a. health;
b. safety;
c. legal or disciplinary matters; and
d. entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program.

3. All school documents related to:
a. School Meetings
b. School Events
c. School News
d. School Announcements

Written translation services are provided by in-house personnel, such as Parent Coordinator and/or bilingual teachers.There are funds allocated through Title III that we use for translation services provided by the Department of Education Translation Services Unit.

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

Oral interpretation services are provided by in-house personnel, such as Parent Coordinator, bilingual secretaries, Office Manager, and/or bilingual teachers.

All Parent Workshops provide for a bilingual staff member (i.e., Parent Coordinator) to translate throughout the entire session.

Bilingual personnel, including Parent Coordinator, are available during all Open School Week Parent-Teacher Conferences.

All Open Houses and Orientation Sessions for families provide for bilingual translation and interpretation. There are funds allocated through Title III that we use for interpretation services provided by the Department of Education Translation Services Unit.

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

The School will fulfill Section VII of Chancellor's Regulation A-663 by:
providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will obtain translated versions of this document, in the covered languages, through http://schools.nyc.gov/RulesPolicies/ParentBillofRights/default.htm.
B. The School posts in a conspicuous location at or near the primary entrance a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. A list of staff members who are able to assist with interpretation and tranlsation is available to all staff, including the school's safety officers. We will obtain such translated signs, in the covered language through http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm.

C. The School's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.
D. When more than 10% of the children at the school speak a primary language that is neither English nor a covered language, we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.
E. The School will inform parents of the Department's website which provides information in each of the covered languages concerning the rights of parents to translation and interpr

Department of Education
Carmen Fariña, Chancellor

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: Creston Academy	DBN: 10X447
This school is (check one):	☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☒Saturday academy
Total # of ELLs to be served: 151 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5

Part B: Direct Instruction Supplemental Program Information

☒6 ☒7 ☒8 ☐9 ☐10 ☐11 ☐12

Total # of teachers in this program: 6
# of certified ESL/Bilingual teachers: 6
# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale:

Our Title III supplemental program for our ELLs is focused on extending the time students have for getting language support services while supporting them in their content area subjects. Data for the 2014 NYSESLAT indicates that approximately 34 % of students are beginners, 18 % of students are at the intermediate level, and 48 % of students are advanced. Schoolwide results on the New York State English Language Arts Exam indicate 49% at level 1, 44% at level 2, and 7% at level 3 & 4. Our data indicates that our ELLs need systematic, high quality literacy instruction that includes opportunities to read, write about, discuss, and listen to literature and informational text.

Subgroups and grade levels of students to be served:

Our Title III program is scheduled for Wednesdays and Thursdays from 2:20 pm to 4:20 pm and Saturdays from 9 am to 12 pm. There will be three groups of 25 students on Wednesdays and Thursdays, and three groups of 25 students on Saturdays, totaling 150 students. Our students will be enrolled by grade level. We will follow the methods used during the school day for grouping our students for instruction. Students will be grouped for instruction by reading level using the Scholastic Reading Inventory. This assessment tool provides the lexile information for each student tested.

Teachers of Creston Academy will be using Bilingual/ESL instructional methodology with the content areas of English Language Arts, Native Language Arts, and Math. Our teachers will deliver instruction using both languages so that ELL students can obtain a clear and comprehensive understanding of the content concepts that will help them improve their academic abilities, as well as improve their second language abilities.

1. The materials that will be used to achieve academic and English language success are the following:

* Achieve 3000 is a web based differentiated reading program. This program supports ELLs in English and Spanish literacy skills.

* I-Ready is another web based program that differentiates instruction for our ELL students. This program allows the teachers to assess, tailor instruction, monitor the progress, as well as provide on-going data to show success in second language learning.

Part B: Direct Instruction Supplemental Program Information

* Content based writing activities will correlate with the New Language Arts Progressions Standards in English learning as well as their native language.

* Teachers will model and continuously provide ELL students with instruction and directions on the use of different types of graphic organizers to assist them in collecting and organizing their thoughts in many writing tasks, such as sequential charts, persuasive maps, venn diagrams for comparing and contrasting, and other forms of graphic organizers.

2. The materials that will be used to achieve academic success in math are the following:

* Fastt Math, a computer based program to improve fluency in mathematical computation.

* Do the Math, a maniputive based program created by Marilyn Burns, to build conceptual knowledge and vocabulary in numerical reasoning and problem solving.

* Small group instruction addressing the mathematical weaknesses of the students. Teachers will scaffold the material, providing explicit instruction in mathematical concepts so that ELL students are able to progress toward mastery of the Common Core Learning Standards.

* The Scholastic Math Inventory will be used to assess the strengths and weaknesses of the students, and to design instruction based on their individual needs.

3. Differentiation and Universal Design For Learning will be evident through individualized projects, products, processes, and classroom environment, such as purposeful seating arrangements with flexible student groups and process charts that empower students to become independent learners. Classroom libraries will reflect the differentiated reading levels of the students, as well as a variety of books and reading material in BOTH ENGLISH AND SPANISH. Visual aids, photographs, manipulatives, realia, technology, and i-Ready will be used to provide motivation, scaffold support, and extend opportunities for students based on their learning styles, needs, and strengths. Our school uses the Achieve 3000 technology program and all our classrooms have SMARTBOARDS. Teachers are trained in using the SMARTBOARDS, Achieve 3000, and i-Ready.

4. ELL Students will be invited to participate in two ELL programs:

* Title III Extended Day Intervention Program will take place on Wednesday and Thursday from 2:20 to 4:20 pm beginning October 29th through March 26th. The afterschool program will continue to develop the ELLs second language literacy skills in the four language modalities.

* ELL students will also be invited to participate in The Saturday Academy beginning November 1st, through March 21st from 9 am to 12 pm. All teachers hired for these programs are certified in Bilingual and ESL.

Part C: Professional Development

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: Rationale: Our Professional Development Team is focused on providing the support to our staff to achieve continous growth in teacher practice and student learning. Through the Teacher Incentive Fund grant our Peer Instructional Coaches and Demonstration Teachers provide daily support to our staff. We have a full time Literacy Coach as well as a Teacher's College Coach, and MSQI Coach who both provide support two times monthly. Our classroom routines encourage self directed learning through small group instruction rather than teacher dependence. The workshops this year will focus on the following topics: *Planning lessons and units with a focus on language use and language development. * The use of manipulatives, pictures, technology, and other resources to aid in language and content development. *Planning units to include interactive reading approaches. *Planning units to include vocabulary and language instruction to build students' academic language. *Grouping ELLs to include opportunities to practice speaking and listening with more proficient peers. *The use of modeling and visual exemplars to make the expectation of high quality work clear to students. *Creating assessment criteria to include outcomes that take into consideration students' language development. *Providing actionable feedback in a variety of ways to groups and individual students. The Creston Academy teachers will participate on several forms of professional development that will take place during the day and afterschool. These P.D.s will focus on Data Driven Instruction and Differentiated Instruction. Data Driven Instruction will assist teachers in planning for ELLs and ELLs with Special Needs to both achieve and exceed the state standards. Teachers will determine students strengths and weaknesses through the collection of data both formally and informally. PD will explore the many kinds of data that

will be used, how to analyze the data, and how to use the data to plan instruction. PD will examine grouping of students and create intervention plans that will help in the teaching of ELL students. ESL, Bilingual, and ELA teachers will meet monthly to review and analyze the data, and plan for instruction. Grade 6 meets period four the first Friday of each month, grade 7 meets period four the first Thursday of each month, and grade eight meets period onethe first Monday of each month.

Looking at student work is another method of collecting data and determining the special needs of our Emglish Language Learners. ESL, ELA, and Bilingual teachers meet twice monthly to look at student work. Grade Six meets Period four on the second and fourth Friday of each month, Grade Seven meets period four on the second and fourth Thursday of each month, and Grade Eight meets period one on the second and fourth Monday of each month. Work from ELLs is examined to determine what supports they need to master the Common Core Learning Standards.

On the third week of each month, teacher teams will meet by content area to create assessments with a special emphasis on student self-assessment through the use of rubrics. Rubrics will be differentiated for ELLs to include the New Language Arts Progression Standards.

Small Group Differentiated Instruction will be determined from the data that will be collected. This information will assist our ELL teachers in designing the instructional plan that will meet the needs of each ELL student. The teachers will use strategies that will make lessons more comprehensible so that our students can achieve their full potential in learning. Teachers will plan for small group differentialted instruction Every Monday from 2:20 to 3:40. The Peer Intervention Coaches will provide PD on small group instruction from 2:20 to 3:00 with special attention to ELLs and Students with Disabililties. From 3:00 t0 3:40 teachers will plan with their grade and content area for small group instruction based on the data. Data for Ells will include State Test ELA and Math scores, the NYSESLAT, The NYSETELL, The SRI, the SMI, as well as teacher made assessments. ESL and Bilingual teachers will use that data to plan for small group instruction that will scaffold Second Landguage Learners and support their progress toward mastery of the Common Core Learning Standards.

Pd will be provided every Tuesday from 3:00 to 3:40 based on our school goals of questioning and assessment. Teachers will plan for questions that engage all learners in higher order thinking. ESL and Bilingual teachers will examine the scaffolding of question to allow ELLs to think deeply and engage in rich conversation. Assessment PD will focus on how to differentiate assessment for diverse learners, including ELLs, and how to use assessment to design individual learning plans to meet the needs of each student.The PD will be led by the Peer Instructional Coaches, the Demonstration Teachers, and the Literacy Coach.

Achieve 3000 provides professional development three times per year. For the year 2014/2015 the dates are October 13, January 12, and March 16. The trainer is in the school all day to provide professional development as well as demonstration lessons. The trainer demonstrates a lesson in each of the grades during the day. All ELA teachers in the grade, including ESL and Bilingual teachers vies the lesson in the grade labsite. The trainer provides supports and differentiation for English Language Learners. Teachers meet during lunch to debrief during "Lunch and Learn." From 2:20 to 3:40 the consultant provides PD to all ELA, ELL, and Bilingual teachers.

Ms. Maha Granem, a Teachers College Coach, will come to our school twice a month and model reading and writing workshop lessons as well as observe teachers. Afterwards, the coach will debrief teachers on the strengths/weakness of the lessons. The coach will provide assistance for the following week's lessons with the strategies that will help ELL students improve in ELA, Native Language, and Math. Ms.

Part C: Professional Development
Granem will be working with classes 601, 701, and 801. These classes all service English Language Learners with Disabilities. She will specifically model how to assess, engage, and instruct diverse learners. She will introduce and model effective teaching strategies for English Language Learners, and show teachers how to allow for mutiple entry points in a rigorous curriculem. Ms. Eileen Marks, Middle School Quality Initiative Coach, will provide professional development to all teachers including teachers of ELLs. The coach will conduct Lunch and Learn P.D.s on topics such as; running records, how to use data for small instructional groups, and grouping for independent reading. Ms. Marks will come every other Wednesday starting November 5 for the entire school year. She will plan lessons with the teachers, model the lessons, and co-teach with the sixth grade teachers. She will be in class 601 and class 604 for one to two periods during each of her coaching days. Class 601 contains all of our ELLs with disabilities, and Class 604 contains our ELLs in general education. She will work with the ESL teacher, Ms. Polonco to increase academic vocabulary, scaffold instruction, so that all of our English Language Learners can progress toward mastery of the Common Core Learning Standards. Ms. Marks will conduct Lunch and Learns from 1:20 to 2:05. This is the lunch period for all teachers and students. One Lunch and Learn per month will be devoted to exemplary strategies for teaching diverse learners. The professional development will focus on scaffolding instruction in small groups so that all learners have access to rigorous and engaging instruction. Teachers will meet weekly and they will collaborate to enrich and differentiate the curriculum units with appropriately selected resources to ensure access to the curriculum for all students, including ELL students. Univeral Design For Learning and differeniation strategies will be topics for teacher study groups and workshops. Intervisitation within the school to observe and debrief exemplary bilingual and ESL intstructional practices will be part of our professional development activities. Analyzing student work, aligned to the CCLS units and new Language Arts Progression Standards will be helpful to us to evaluate our instructional practices. Collaboratively they will share their best, effective strategies to address students' learning needs. Rubrics will help to ensure consistency and high expecatations. Teachers will meet on Mondays from 2:30 to 3:40 pm and on Tuesdays from 2:30 to 3:00 pm.

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: Translation and interpretation services are provided by our bilingual Parent Coordinator, Ms. Iverka Valerio, as well as Ms. Grace Garcia, our Parent Association President, who is always available to help out in our parent development meetings, since she herself is a parent in our school. During the course of these meetings, ELL parents have the opportunity to have discussions and ask questions. If parents request materials, we provide them with further information. A few times parents have personal concerns that are addressed privately. Our goal is to give parents a clear understanding of all topics that are presented. Parents are informed of the workshops by flyers, parent calendars, and School Messenger. Flyers are

Part D: Parental Engagement Activities
sent home with students for each workshop. Parent calendars are delivered monthly by mail. They are also sent home with the students. School Messenger informs the parents of upcoming workshops in English, Spanish, and French. Title III Parent Involvement Meetings and Workshops 2014-2015 1. Academic Success for ELLs Begins at home on 10/28/14 at 9:30 am. Provider will be Parent Coordinator/ELL Bilingual Staff. Translation will be provided. 2. How to prepare yourself for the parent/teacher conferrence (Before and During techniques) for ELLs parents on 11/18/14 at 11 am. Provider will be Parent Coordinator. Translation will be provided. 3. Develop and support Your ELL reader on 12/15/14 at 2:30 pm to 3:30 pm. Provider will be Parent Coordinator. Translation will be provided. 4. Help your ELL Grow as a Writer on 1/27/15 at 2:30 pm to 3:30 pm. Provider will be Parent Coordinator. Translation will be provided. 5. How to help my child with the NYS State Exams on 2/9/15 at 2:30 pm to 3:30 pm. Provider will be Parent Coordinator. Translation will be provided. 6. Story and Bookmaking for ELLs on 3/12/15 at 9:30am. Provider will be Parent Coordinator. Translation will be provided. 7. ELL Parent trip (Museum de el Barrio) on 4/28/15 at 9:30 am. Provider will be Parent Coordinator. Translation will be provided. 8. Career Pathways for ELLs on 5/6/15 at 9:30 am. Provider will be Parent Coordinator. Translation will be provided. 9. Parent Appreciation on 6/24/15 at 9:30 am. Provider will be Parent Coordinator. Translation will be provided.

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) • Per session • Per diem	_____	_____
Purchased services • High quality staff	_____	_____

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.
and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____