



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

**DRAFT – PENDING NYSED APPROVAL**

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

**09X457**

**School Name:**

**SHERIDAN ACADEMY FOR YOUNG LEADERS**

**Principal:**

**LISETTE FEBUS**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Sheridan Academy for Young Leaders School Number (DBN): 09X457  
School Level: Elementary School Grades Served: K-5  
School Address: 1116 Sheridan Avenue, Bronx, New York 10456  
Phone Number: 718 538 3411 Fax: 718 538 3499  
School Contact Person: Stacey Moskowitz Email Address: SMoskowitz2@schools.nyc.gov  
Principal: Lisette Febus  
UFT Chapter Leader: Angelica Arbizzani  
Parents' Association President: Iris Jimenez  
School Leadership Team  
Chairperson: Iris Jimenez and Heather Ahrstrom  
Student Representative(s): NA

**District Information**

District: 09 Superintendent: Leticia Rosario-Rodriguez  
Superintendent's Office Address: 450 St. Pauls Place Bronx New York, 10456  
Superintendent's Email Address: LRosario2@schools.nyc.gov  
Phone Number: 718-579-7143 Fax: 718 410-7017

**Cluster and Network Information**

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

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

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lisette Febus	*Principal or Designee	
Angelica Arbizzani/ Heather Ahrstrom	*UFT Co-Chairs Chapter Leader or Designee	
Iris Jimenez	*PA/PTA President or Designated Co-President	
Dyonne Cameron	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Josephine Rodriguez	CBO Representative, if applicable	
Stacey Moskowitz	UFT Member	
Amy Becker	UFT Member/ Recorder	
Evelyn Vivas	UFT Member	
Elizabeth Diaz	UFT Member	
Natasha Toro	UFT Member	
Angelique Mercado	Parent Member	
Abraham Rosa	Parent Member	
Jonathan Bonilla	Parent Member	
Bintou Toure	Parent Member	
Nancy Rodriguez	Parent 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	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## Accountability Tools and the Capacity Framework

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

### NYSED's Six DTSDE Tenets

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

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Sheridan Academy for Young Leaders (S.A.Y.L.) is an elementary school located in the Morrisania section of the Bronx, New York. Beginning September 2009, S.A.Y.L. began serving students in grades K-2 and was fully phased-in by 2012. S.A.Y.L. is one of two schools occupying the George Meany Campus; the other is The Family School. The George Meany Campus is a four-story structure that occupies an entire city square block with an annex building which is solely occupied by the Family School. S.A.Y.L. serves an average of 600 students in grades K-5.

### **Statistics:**

**Current Register:** 608

**Classrooms:** 30 Classrooms, 12:1:1= 5 Kindergarten, 1<sup>st</sup> / 2<sup>nd</sup> grade bridge, 2<sup>nd</sup> /3<sup>rd</sup> bridge, 4<sup>th</sup> /5<sup>th</sup> Bilingual bridge, 4/ 5 Bridge, ICT = 3 ( 3,4,5), 22 General Education

**Clusters:** 7.5

ELL Students: 146

School is 2<sup>nd</sup> Focus with Option to be off the list with 1 more year of progress

### **Our MISSION:**

To develop a generation of leaders one child at a time.

### **Our VISION:**

We envision the S.A.Y.L. community working collaboratively to ensure that all students are empowered to reach their highest potential and to develop the essential academic and life skills needed for achieving success in the 21<sup>st</sup> Century.

### **OUR SCHOOL'S BELIEFS:**

**We believe** we can develop a curriculum that is aligned to the Common Core Learning Standards that will meet the needs of all students based on their entry level as determined by both formal and informal data, enabling them to succeed in college and beyond.

**We believe** that high quality, research based professional development is the cornerstone of ongoing teacher development. We are building a community of distributive leadership with our focus on enhancing teachers' ability to embed opportunities to foster engagement and critical thinking skills.

**We believe** that strong parental involvement is integral to form a strong partnership through ongoing communication, which leads to collaboration and parent education.

**We believe** in preparing our students for college and career through learning opportunities and authentic tasks that require students to take ownership of, and monitor, their own learning as we foster greater independence.

Last year our school focused on supporting teachers. **Tenet 4: Teacher Practices and Decisions**

X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
X	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

A review set of observations indicated improved teacher practice throughout the school year. For Example, a teacher began this year using direct teacher to student questioning with rare use of other students adding to the answer. A review of the latest observation indicates that her employment of the discussion protocol, a focus of this year, has become part of her teaching practice.

Throughout the 2013-2014 school year, school leaders provided professional development opportunities to all instructional teachers targeting improved classroom strategies and lesson planning aligned to the Charlotte Danielson Framework Competencies 1c, 1e, 2b, 3a, 3d, 4a, 4b, 4c, 4d. so that teachers set instructional outcomes that incorporate critical thinking and discussion opportunities within their daily lesson planning. Teacher participation in professional development will be tracked through attendance documentation.

Teachers overall rating resulted in 2- Highly Effectives, 36 Effectives, 1- developing (new teacher to the school), and 0 in-effectives.

**Student Impact:**

This consistent cycle of observations with targeted next steps resulted in an increase of 10% in Math and no regression in ELA although there was an implementation of a new ELA and Math Curriculum.

**Scores:** For the 2013-2014 School Year the **ELA** scores were the following:

3<sup>rd</sup> grade was 9%,

4<sup>th</sup> grade was 10%,

5<sup>th</sup> grade was 9%, and

School Wide 3-5 performed at 10 %. Overall growth was 0% level 3 and 4s.

For the 2013-2014 School Year the **Math** Scores were the following:

3<sup>rd</sup> grade was 24%,

4<sup>th</sup> grade was 18%,

5<sup>th</sup> grade was 20%, and

School Wide 3-5 performed at 24 %. Overall growth was 10% level 3 and 4s.

**INSTRUCTIONAL FOCUS FOR NEXT YEAR:**

SAYL defines the instructional focus as a common goal that inspires school-wide collaboration, creates common language and directly impact students' performance and teacher practice. For 2013-2104, the school identified students' ownership of questioning and discussion as its instructional focus. For 2014-2015 our focus will be building upon this, embedding practices that encourage student driven questioning and discussion. With this focus our goal is to ensure that:

- Students take ownership of their questioning and discussion in the classroom by developing their own questions about topics and taking initiative in partner and whole class discussion.
- Teachers are cultivating student ownership through reflection and revision of the questioning and discussion by providing Talk Tools and refining their role as facilitators.
- School leaders hold high expectations that all students at SAYL meet and exceed rigorous standards.

Resources and supports for teachers to meet these expectations will continue to be provided through differentiated professional development.

The development of the instructional focus has been a multiyear project. Last year, we realized there was a need to implement a school wide focus on accountable talk that leads to a student-centered classroom. This focus was identified after analyzing student work, a review of teacher observations, and the inconsistency in vocabulary learning across all content areas. Last year, inquiry teams focused on vocabulary instruction and the use of the standard based rubric, specifically referencing evidenced based writing and classroom discussion aligned to the CCLS Speaking and Listening standards. This regular monitoring showed that the school continued to struggle but could now shift the primary focus to support deeper discussion in the classroom. Students were already speaking in their classrooms and there was an opportunity to build on this practice and enable their discussions from teacher-to-student to student-to-student. Monitoring of the impact of this focus will include looking at student observation transcripts and the percentage of ineffective and developing ratings based on the Charlotte Danielson framework 3b, as well as, student active engagement in the classroom discussions supports this focus. After actionable teacher feedback, the staff released some control of the questioning, and probed students to explain their thinking. Our focus for 2014-2015 will be to expand upon questioning and discussion practices by supporting the teacher as they move into the role of facilitator creating a rigorous student driven classroom.

Implementation and Monitoring:

### **Consistency across the School**

The consistency of the instructional focus and the shared understanding across the school can be seen in various ways:

1. Shared expectation that each student has the ability to take ownership of his or her questioning and discussion;
2. Professional development support around questioning and discussion embedded in inquiry teams throughout the year;
3. Professional collaboration, including reflecting on student performance and teacher practice to monitor work around questioning and discussion; and,
4. Student discussions in the classroom and resulting work displayed throughout the school.

Every classroom will show a clear emphasis on questioning and discussion. Students are engaged in whole-class discussions and collaborative conversation with diverse partners, which support them in meeting the speaking and listening Common Core Standards for K-5. Around the school there are many visual supports around questioning and discussion. For example, when students are having discussions with their partners, they will and can use sentence starter posters as visual supports. Examples of the sentence starters include, “I have a different thought” or “I want to add to what you said.” These visual supports help create the norm around discussion in the classroom. Another type of visual support that will be seen in classrooms and hallways is a display of the students’ wondering around a topic. The questions from the students help the teachers determine their plans for the unit based on students’ background knowledge and interest.

### 09X457 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	604	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		90.7%	% Attendance Rate	90.2%
% Free Lunch		91.4%	% Reduced Lunch	1.0%
% Limited English Proficient		26.2%	% Students with Disabilities	21.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	31.2%
% Hispanic or Latino		64.6%	% Asian or Native Hawaiian/Pacific Islander	1.6%
% White		0.6%	% Multi-Racial	0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		5.34	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	4.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.4%	Average Teacher Absences (2013-14)	5.29
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		9.2%	Mathematics Performance at levels 3 & 4	22.9%
Science Performance at levels 3 & 4 (4th Grade)		77.8%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
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	NO
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	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

### Part 1 – Needs Assessment

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

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

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

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

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

**Reflections:** Based on the Priority and Focus School Quality Review (PFQR) recommendation for 2013-2014, we will continue to implement systems for monitoring curriculum and professional development to ensure that higher order thinking skills are embedded in rigorous learning activities.

**Strengths:** The school's curriculum is implemented consistently across all grades, and holds all students accountable to meeting learning expectations, including students with disabilities and English language learners, providing additional supports as needed. To ensure high levels of thinking all teachers apply the cognitive rigor matrix to instructional practices as well as in task design. During curriculum mapping sessions, teachers create learning opportunities that build deep contextual understanding of the content based on real world applications. Departmentalization in grades 3-5 allows for teacher specialization and targeted coaching by consultants. Teacher teams also analyze and reflect on student achievement to make necessary adjustments to the curriculum on an ongoing basis. This helps refine instructional practice and ensures all students receive actionable feedback based on both formative and summative assessments.

**Need Improvement:** Based on the 2013 Quality Review, there is inconsistency in the implementation of agreed-upon strategies for extending higher-order thinking in a number of classrooms as evidenced by teacher directed low level questioning in Domain 3 ( 183 ratings of Developing). This results in diminished opportunities for all students to engage in challenging tasks that offer opportunities to extend their thinking.

**Action Plan:** Teachers will show evidence of integrating higher order thinking skills, explicit questioning strategies and opportunities for student driven questions and discussions into planning, instruction and assessment. Strategies include the strategic integration of formative assessment opportunities, use of Talk Moves, Teach Like a Champion, Asking Better Questions text, Douglas Frey’s Gradual Release Model, multi-step problem solving, partner/group project work and student self- assessment in both Literacy and Math.

**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.

Throughout the 2014-2015 school year, school leaders will ensure each collaborative teacher team is utilizing a research-based protocol, such as *Critical Friends*, to identify school-wide and/or individual group needs. Teachers will continue to modify instructional practices to increase rigor of lessons by consistently integrating strategies that extend higher-order thinking within each lesson possibly impacting student achievement by an increase of 3% of young leaders meeting proficiency levels on the ELA and Math exams.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In September 2014 School Principal will work with the schools’ programmer to schedule Departmentalization in grades 3-5 for Literacy and Math, Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program as well as institute Professional Learning opportunities every Monday along with a professional development plan. <b>(SOP 3.4)</b></p>	<p>Teachers</p>	<p>During the 2014-2015 school-year, the principal will work to embed Common Planning Time, Departmentalization for grades 3-5, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program and will work with the Professional Learning Plan Committee to provide teachers</p>	<p>School Principal and will provide Common Planning Time, Departmentalization grades 3-5, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program as well as institute Professional Developments every Monday along with a Professional Development plan.</p>

		with professional learning opportunities	
During the 2014-2015 school year, the curriculum team will provide training sessions on modeling teacher team practices and protocols based on looking at student work. <b>(SOP 3.3; 3.4)</b>	Teachers	During the 2014-2015 school-year, the curriculum team will provide training sessions on modeling teacher team practices along with protocols.	Curriculum team will provide training sessions on modeling teacher team practices and protocols.
At the baseline, mid-year and final assessment periods, the principal and curriculum team will analyze and aggregate scores from the Fountas & Pinnell Assessments, Baselines, ongoing ReadyGen/Go Math unit tests, Foundations, ELA/MATH test simulations. This data will be shared with teachers and teacher teams.	Teachers	During the 2013-2014 school-year, the principal and curriculum team will analyze and aggregate scores from Fountas & Pinnell Assessments, Baselines, ELA/MATH test simulations. This data will be shared with teachers and teacher teams.	Principal and curriculum team will analyze and aggregate scores from the Fountas & Pinnell Assessments, Baselines, ELA/MATH test simulations. This data will be shared with teachers and teacher teams.
During the 2014-2015 school year school leaders and teachers will develop rigorous units of study, using student work to assess the design of the unit as it relates to student success and revise as needed. Created rubrics will provide specific feedback to students allowing for greater awareness of their next steps. These revisions will be done during the designated teacher team and common planning times with the support of the Literacy/Math consultant. <b>(SOP 3.3)</b>	Teachers	During the 2014-2015 school year, school leaders and teachers will develop rigorous units of study during the designated teacher team and common planning times.	Curriculum departments, teacher teams, coaches, consultants and Assistant Principals will develop rigorous units of study via the teacher team and common planning time.

#### **Part 4 – Resources Needed**

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

- Common planning periods will be embedded into the school day schedule.
- Departmentalization of grades 3-5 for the Literacy and Math Block allows for teacher specialization and vertical planning.
- Establishment of the Golden Instructional period each day for small group instruction.

- Curriculum Mapping
- Literacy Consultant, Liz Locatelli, LCI and Math Consultant, Dr. C. Scafidi, Generation Ready.
- Teacher Team/Inquiry Periods will be scheduled to promote data analysis.
- ARIS Learns
- Monday professional development sessions will be scheduled to support enhancing teacher practices from *Teach like a Champion and Asking Better Questions*.
- Common planning periods will be established to support teachers meeting by department to create and implement rigorous units of study with support from consultants.
- Frequent learning walks by the instructional cabinet, network support personnel, and consultants to assess instruction.
- Teacher inter-visitations, both interclass and interschool will occur to share best practices.
- Cabinet meeting times will be scheduled to evaluate calendar of collaborative practices.
- 'Summer and Saturday curriculum planning.

**Part 5 – Budget and Resource Alignment**

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

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

N/A

**Part 6 – Progress Monitoring**

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

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

**Targets:**

- Every week, school principal, assistant principals, coach and consultants will evaluate Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program as well as evaluate professional developments every Monday along with assessing the Professional Development plans.
- Every week the school principal and the instructional cabinet will evaluate Common Planning Time, Teacher Team/Inquiry Team, and Interdisciplinary Team times within the school program as well as evaluate professional development needs.
- Every week, the curriculum team and/or consultants will provide training sessions based on observations of teacher practice and assessment data that provide opportunities to embed opportunities for student led questions and discussions based on Talk Moves, Teach Like a Champion and the Asking Better Questions Text.
- At the baseline, mid-year and final assessment periods, the principal and curriculum team will assess and aggregate scores from Fountas & Pinnell, Go Math, and Ready Gen unit texts to monitor student achievement.
- Curriculum departments, teacher teams, coaches, consultants, and Assistant Principals will develop rigorous units of study via the teacher team and common planning time monthly.
- Principal and Assistant Principal will Implement a schools based tri-annual calendar of meetings to address and inform collaborative practices

**Timeline:**

- During the 2014-2015 school-year, the principal and assistant principals will provide Common Planning time, Teacher Team/Inquiry Team time, and Interdisciplinary Team times within the school program and will develop a professional learning plan with their Professional Learning Committee to provide teachers with a variety of professional development opportunities every Monday.
- During the 2014-2015 school-year, during Cabinet Meetings the school principal and the instructional cabinet will evaluate Common Planning Time, Teacher Team/Inquiry Team, and Interdisciplinary Team times within the school program as well as evaluate professional development needs.
- During the 2014-2015 school year, the curriculum team and/or consultants will provide training sessions that

provide opportunities to embed opportunities for student led questions and discussions based on Talk Moves and Teach Like a Champion.

- During the 2014-2015 school year, the principal and curriculum team will assess and aggregate scores from Fountas & Pinnell, Go Math, and Ready Gen to monitor student achievement.
- During the 2014-2015 school-year, curriculum departments, teacher teams, coaches, consultants, and Assistant Principals will develop rigorous, CCLS aligned units of study via summer planning time, the teacher team and common planning time, and Saturday planning time.
- Principal and Assistant Principal will Implement a school based tri-annual calendar of meetings to address and inform collaborative practices

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

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

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

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

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

**Reflections:** Based on the Priority and Focus School Quality Review (PFQR) recommendation for 2013-2014, we will continue to implement systems for monitoring and responding to student social and emotional developmental health needs, which ensure that adaptive measures are implemented specific to individual student’ needs when growth is not actualized. This will create a clear link between students’ social and emotional development and success attaining school level achievement, aligned with the schools vision for a healthy and safe environment.

**Strengths:** In reviewing the Parent survey responses, we noticed that the parent and teacher satisfaction percentage points have increased in the both the instructional core and the school culture categories. The results for the past year are: Instructional Core: 2012= 82%, 2013= 84%, 2014= 93% and School Culture: 2012= 89%, 2013= 84%, 2014= 93%.

**Needs Improvement:** The administration as well as the School Based Support team will be monitoring and assessing Student suspension data. In addition, these constituencies will be partnering with the school Family and Social worker as well as the PTA and the Parent Coordinator. These constituencies’ will be placing emphasis on social and emotional interventions promoting personal /academic behaviors, peer interactions, press toward academic achievement and classroom personalism. Weekly meetings (SIT Team and Teachers) will look closely and monitor student behaviors and how parent and the school community can collaborate to discuss strategies that can be implemented at home.

### Part 2 – Annual Goal

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

By June 2015, school leaders will work to improve the school’s learning environment by implementing Positive Behavioral Interventions and Supports (PBIS), Leo’s Sport Club, Leo’s Den positive Reinforcement Reward Store, School Wellness Policy, Zumba For Girls, Asphalt Green Recess Activity Coach, SIT team, and Sheridan Reward Dollars, 7 Habits for Highly Effective People Town Hall for all grades to decrease the number of principal and/or superintendent suspensions and lunch detentions by 3% as evidenced through OORS and school level referral data reports.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>5. Strategies to increase parent involvement and engagement</li> <li>6. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In September 2014, school leaders will update school-wide discipline policy and the chain of command. We will collect and analyze administrative data throughout the school year to identify ongoing incidents rates. <b>(SOP 5.2; 5.5)</b></p>	<p>All Students</p>	<p>During the 2014-2015 school year, School Principal, Assistant Principals, School Leadership Team and Family Worker, Social Worker, and parent coordinator will update school-wide discipline policy as well as look at data for patterns and trends.</p>	<p>School Principal, Assistant Principals, School Leadership Team and Family Worker, and Parent Coordinator and Teachers will update school-wide discipline policy, as well as, develop short and long term goals for improved parent engagement.</p>
<p>In September 2014, the school leader will partner with Office of Safety and Youth Development and will incorporate strategies from the Pre-Referral Intervention Manual <b>(SOP 5.2)</b></p>	<p>Students</p>	<p>During the 2014-2015 school year, the school leader will partner with Office of Safety</p>	<p>School leader will partner with Office of Safety and Youth Development</p>

		and Youth Development and will incorporate strategies from the Pre-Referral Intervention Manual.	and will incorporate strategies from the Pre-Referral Intervention Manual.
In September 2014, school leaders including the principal, Assistant Principals, and Family and Social Workers will align guidance interventions and will conduct monthly assemblies to address anti-bullying behaviors. <b>(SOP 5.2; 5.3; 5.4; 5.5)</b>	All Students	During the 2014-2015 school year, school leaders including the principal, Assistant Principals, and Social and Family Worker will align guidance interventions and will conduct monthly assemblies to address anti-bullying behaviors.	school leaders including the principal, Assistant Principals, Social and Family Worker will align guidance interventions and will conduct monthly assemblies to address anti-bullying behaviors.
In September 2014, the Assistant Principal and Anti-Bullying Coordinator, Mr. Cameron and Ms. White will develop and conduct a staff mid-year survey as well as develop and conduct a student mid-year survey. <b>(SOP 5.2, 5.5)</b>	All Students	During the 2014-2015 school year, Assistant Principal and Anti-Bullying Coordinator will develop and conduct a staff mid-year survey as well as develop and conduct a student mid-year survey.	Assistant Principal and Anti-Bullying Coordinator will develop and conduct a staff mid-year survey as well as develop and conduct a student mid-year survey.

**Part 4 – Resources Needed**

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

- 'E-Chalk', excerpts from 'Teach Like A Champion' as well as material from the Peer Instructional Coaches emphasizing Domain 2 from the Danielson Framework. Instructional Coaches, PBIS team, and Student Council will evaluate the school climate and discuss further interventions other than the suggested:
- Assembly periods/ Town hall
- OORS and Referral assessed at our SIT meetings , once a week with Family and Social Workers, Parent Coordinator , and Assistant Principals and Principal
- Family and Social Worker Tuesday meetings with regard to anti-bullying (PBIS) program
- Quarterly after-school meetings with Phys. Ed. Teacher to plan and implement student incentive activities
- After-noon/lunch time recreation time via the use of the student recreation and student fitness activities
- After-school meetings with social worker to implement and evaluate guidance interventions

**Part 5 – Budget and Resource Alignment**

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

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

N/A

**Part 6 – Progress Monitoring**

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

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

- On a monthly basis, school leaders including the principal, Assistant Principals, School Leadership Team and the Family and Social Worker will evaluate school-wide discipline policy as well as look at incident data.
- On a yearly basis, the principal will evaluate partnership with Office of Safety and Youth Development as well as evaluate strategies from the Pre-Referral Intervention Manual, Teach Like a Champion text, Talk Moves, and 7 Habits Assembly.
- On a monthly basis, School Principal, Assistant Principals, SBST, Family and Social Worker will evaluate guidance interventions as well as evaluate monthly assemblies that addressed student behaviors.
- Assistant Principal, SBST, Family and Social Worker will do a mid-year evaluation of the Behavioral Response data.
- Principal, Assistant Principals, School Leadership Team, and the Family and Social Worker will evaluate and monitor OORS reporting reports for incidents and suspensions monthly.
- Principal will evaluate the realignment of the roles and responsibilities of the Family and Social Worker position on a yearly basis.
- On a quarterly basis, all staff and faculty will evaluate the excellent conduct in all classes through the school wide incentive activities.
- On a weekly basis, the Phys. Ed. teacher will evaluate the implementation of the Student Recreational and Fitness Activities.
- Principal, Assistant Principals, School Leadership Team and the Family and Social Worker will evaluate Guidance After-School Programs on a yearly basis.

**Timeline:**

- During the 2014-2015 school year, school leaders including the Principal, Assistant Principals, School Leadership Team and principal, Assistant Principals, School Leadership Team and the Family and Social Worker will update school-wide discipline policy as well as look at data.
- During the 2014-2015 school year, the principal will partner with Office of Safety and Youth Development as well as incorporate strategies from the 'Pre-Referral Intervention Manual' (PRIM), 'Teach Like a Champion' text, and '7 Habits of highly Effective People' Assemblies.
- During the 2014-2015 school year, school leaders including the Principal, Assistant Principals, School Leadership Team and the Family and Social Worker will align guidance interventions and will conduct monthly assemblies to

address student behaviors.

- During the 2014-2015 school year, Assistant Principal will develop a tracking tool using an excel spreadsheet.
- During the 2014-2015 school year, the Principal, Assistant Principals, School Leadership Team and the Family and Social Worker will track OORS reports for incidents and suspensions.
- During the 2014-2015 school year, the principal will realign the roles and responsibilities of the Family and Social Worker.
- Throughout the 2014-2015 school year, all staff and faculty will promote excellent conduct in all classes through the school wide incentive activities.
- Throughout the 2014-2015 school year, Phys. Ed. teacher will implement the Student Recreational and Student Fitness activities.
- Throughout the 2014-2015 school year, the Principal, Assistant Principals and social worker will create and implement a the PBIS School Program.

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

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

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

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

### Part 1 – Needs Assessment

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

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

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	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:**

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

Based on the 2013-2014 Priority and Focus School Quality Review (PFQR) Recommendations, ‘the school needs to enhance the use of summative and formative assessments, including screening , progress monitoring , interim measures and outcome assessments, to develop highly dynamic and responsive plans on students’ strengths and needs. We must also ensure that all teachers use student performance data to develop individual action plans to support individual learning needs.’

**Strengths:** In previous years, teachers often were unable to attend all of their preferred in-house PD sessions due to schedule conflicts. Now, with dedicated PD time each Monday after school, teachers are able to focus more on specific areas of development that are relevant to their current teaching practice and desired areas of growth. Both teachers and school leaders report that the hands-on role of teachers in designing and delivering PD has increased the overall effectiveness of the PD program. The administration has noticed improvements in teacher performance over time, as measured by observation ratings and data supports this noticing.

Sheridan Academy for Young Leader’s approach to PD has also had a profound effect on school culture. By instituting quarterly conferences for discussions of professional growth, Principal Febus has encouraged a school culture that empowers teachers to approach administrators on a more regular basis. Additionally, because teachers receive personalized support based on their actual observation data, they have become much more tuned into grade and teacher specific development opportunities and have been more easily able to look beyond the evaluative aspects of *Advance* and focus on the development opportunities the system presents. As they prepare for school year 2014-15, Principal Febus and her team have started looking at the data from their 2014-2015 Measures of Teaching Practice and

Measures of Student Learning to inform designing what their PD menu may look like in the upcoming school year. Simulated test results are used to support teaching and learning evidenced when teachers and administrators meet to discuss student summative and formative assessments during IPC, Mid Year Data Meetings, and End of Year conferences.

In addition, to ensure that all students are actively engaged, the use of technology including iPads, modeling and student led discussion are routine practices within classrooms. Planning documents for instruction include tiered and scaffolded questioning to assure that all students are met at their level, including students with disabilities and English Language learners. Professional development opportunities build awareness of the importance of high levels of rigor in both planning and implementation of tasks.

Teachers have invited parents into their classrooms to demonstrate how their own new learning has impacted their instruction. They want to make new and existing strategies used for learning available and accessible for the parents. Teachers believe that by making the parents aware of how they can help their students with their learning trust is established. In order to demystify what goes on in the classroom, teachers have scheduled meetings, celebrations and trips all including the parents.

**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.

Throughout the 2014-2015 school year, teachers will be given time within their schedules to work collaboratively during professional development opportunities and within teacher teams in order to target improved classroom strategies and lesson planning aligned to the Danielson Framework so that lessons include critical thinking and discussion opportunities within daily lessons for all students, as evidenced by an increase of at least 50% of teachers moving one HEDI scale rating on selected components of the Danielson Framework ( components 1e and 3b).

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
In September 2014, School Principal, Assistant Principals, Coaches and Consultants will suggest and provide opportunities for teachers to share best practices to raise the level of Tier 1 instruction ( <b>SOP 4.2</b> )	Principal, APs, Coaches, Consultants, Teachers	On a monthly basis, School Principal and Assistant Principal will evaluate the opportunities for teachers to share best	Principal, APs, Coaches, Consultants, Teachers will provide opportunities for teachers to share best practices to raise the level of

		practices to raise the level of Tier 1 instruction	Tier 1 instruction
During the 2014-2015 school year, Principal and Assistant Principals will provide targeted intervention through a variety of professional learning and academic intervention opportunities including Tier 2 and Tier 3 interventions, emphasis on Literacy and Math, and establishing protocols/norms for teacher teams to support improved student achievement. <b>(SOP 4.2; 4.5)</b>	Principal, APs, Coaches, Consultants, Teachers	On a monthly basis, Principal and Assistant Principals will evaluate targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as evaluate the Literacy and Math strategies as well as evaluate the teacher teams.	Principal, APs, Coaches, Consultants, and Teachers will provide targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as provide teachers with an overview of Literacy and Math and establishing teacher team and meeting norms.
Throughout the 2014-2015 school year, teachers and coaches will collaborate to ensure that the level of rigor of questions and student tasks within lessons and units are extended to allow all students to engage in higher-order thinking aligned to Webb’s Depth of Knowledge (DOK), the Cognitive Rigor Matrix, the Danielson Framework, and ‘Asking Better Questions’ book club. <b>(SOP 4.3)</b>	Principal, APs, Coaches, Consultants, Teachers	On a monthly basis, evaluate teachers and coaches based on unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).	Principal, APs, Coaches, Consultants, and Teachers will engage staff in unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).
Teachers, Assistant Principals, and coaches will collaborate to analyze quantitative and qualitative formative student data weekly and quarterly with the assistance from our data	Principal, APs, Coaches,	On a quarterly basis and during weekly	Principal, APs, Coaches, Consultants, and

<p>consultant to adjust lessons and unit maps based on the data findings. Coaches and members of the curriculum team will also provide professional development on questioning, lesson planning, and other instructional practices with an emphasis on the teaching strategies outlined in <i>'Teach Like a Champion'</i> and <i>'Talk Moves'</i>. <b>(SOP 4.3; 4.5)</b></p>	<p>Consultants, Teachers</p>	<p>teacher team meetings, teachers, A.P.'s and Coaches will evaluate at how teachers look student work (data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps as well as Coaches and curriculum team will evaluate professional development on questioning, lesson planning, etc. with emphasis on the skills addressed in "Teach Like a Champion".</p>	<p>Teachers will look at student (data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps as well as Coaches and curriculum team will provide professional development on questioning, lesson planning, etc. with emphasis on the skills addressed in 'Teach Like a Champion' and Talk Moves'</p>
<p>Teachers will create open house opportunities to encourage parent participation in supporting their students on Tuesday afternoons during the Parent Engagement time. Teachers will focus on curriculum to encourage parents as partners in their child's education. This will create a feeling of trust between the parents and the classroom teacher as partners .</p>		<p>Teachers will provide curriculum support for parents twice a month during the Parent Engagement time to foster the Home-School connection</p>	<p>Teachers will plan Parent Curriculum support on current topics within their classrooms to encourage the Home-School partnership</p>

**Part 4 – Resources Needed**

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

- *Teach Like a Champion* text and workbook,
- *Asking Better Questions* text,
- 'Talk Moves' approach
- Douglas Frey's Gradual Release Model

- Monday Professional Learning time slots,
- Common Planning Periods,
- Advance Danielson Framework,
- Generation Ready Consultants,
- Data Corp Consultant
- Teacher Team Periods
- Monday professional development sessions
- Reflexmath Online program
- iReady Online program
- Sparkito Online program
- After-School professional development sessions
- Differentiated professional development tool
- Professional Periods for Intra-visitations
- Weekly cabinet meetings
- After-school meetings with Network/Cluster personnel
- Assistant Principal Mentors
- ESL Mentor
- Curriculum team will conduct classroom visits to assess progress of instructional practices throughout the school

**Part 5 – Budget and Resource Alignment**

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

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

**Part 6 – Progress Monitoring**

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

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

Targets:

- On a monthly basis, Principal, APs, Coaches, Consultants, and Teachers will evaluate the opportunities for teachers to share best practices to raise the level of Tier 1 instruction
- On a monthly basis, Principal and Assistant Principals will evaluate targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as evaluate the Reciprocal Reading strategy as well as evaluate the teacher teams.
- On a monthly basis, evaluate teachers and coaches based on unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).
- On a quarterly basis and during weekly teacher team meetings, school leaders and teacher coaches will evaluate how teachers use and analyze student work/data (quantitative and qualitative data) to adjust lesson plans and unit maps. Coaches and the school’s curriculum team will evaluate professional development on questioning, lesson planning, and other instructional practices with emphasis on the skills addressed in *Teach Like a Champion*
- On a weekly basis, school leaders will evaluate time/schedule to conduct intra-visitations
- On a monthly basis, the school leaders will schedule inter-visitations with other schools to share best practices and to provide professional learning opportunities for teachers on practical strategies for working with ELLs and Students with Disabilities
- On a monthly basis, administration will evaluate the use of ARIS Learn to conduct frequent observations and classroom walkthroughs based on the Danielson Framework.

- On a monthly basis, Principal will evaluate the partnership with the Cluster/Network and participate in Lesson Plan Clinics and Common Core Task planning.
- On a weekly basis, school curriculum team will evaluate the ‘Objective, ‘Questioning and discussion Techniques,’ and ‘Using Assessment’ walks while evaluating the progress through the MOTP tracking tool and monitor teacher progress through the use of ADVANCE Observation tracking tool and ARIS Learn.

**Timeline:**

- During the 2014-2015 school year, Principal, APs, Coaches, and Consultants will provide opportunities for teachers to share best practices to raise the level of Tier 1 instruction
- During the 2014-2015 school year, Principal, APs, Coaches, and Consultants will provide targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as provide teachers with an overview of Guiding Reading and establishing teacher team and meeting norms.
- During the 2014-2015 school year, teachers will utilize the computer lab to allow student engagement in programs such as iReady, Reflexmath, Reading A-Z, and Sparkito.
- Throughout the 2014-2015 school year, teachers and coaches will engage staff in unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).
- During the 2014-2015 school year, On a quarterly basis and during weekly teacher team meetings, teachers, APs and Instructional Coaches will look at student (data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps as well as Coaches and curriculum team will provide professional development on questioning, lesson planning, etc. with emphasis on the skills addressed in ‘Teach Like a Champion’ and ‘Talk Moves’ .
- During the 2014-2015 school year, Principal, APs, Coaches, and Consultants will provide time/schedule to conduct intra-visitations.
- During the 2014-2015 school year, Principal, APs, Coaches, and Consultants will provide time/schedule to conduct inter-visitations with other schools to share best practices and provide professional development on practical strategies for ELLs and students with disabilities.
- During the 2014-2015 school year, administration will make use of Advance and ARIS Learn to conduct frequent observations and classroom walkthroughs while providing teachers with timely feedback based on the Danielson Framework.
- During the 2014-2015 school year, the school leader will partner with the Cluster/Network and participate in Lesson Plan Clinics, Instructional Leads workshops, and Common Core Task planning.
- During the 2014-2015 school year, school curriculum team will conduct ‘Objective,’ ‘Questioning’, and ‘Using Assessment to Monitor Instruction’ data walks while monitoring progress through the school’s tracking tool. We will monitor teacher progress through the use of ADVANCE Observation Tracking Tool and ARIS Learn.

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

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

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

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

### Part 1 – Needs Assessment

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

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

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

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

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

Based on the 2013-2014 Priority and Focus School Quality Review (PFQR) Recommendations, ‘the school needs to continue to monitor the plan for observing teachers and use observation data and other measures of teacher effectiveness. To counsel and provide ongoing professional development opportunities in multiple formats based on teacher specific needs to encourage taking ownership of their own continued professional development.

The school has used MOTP Observation Tracking Tool (OTT) that enable teachers and administrators an extremely flexible platform to provide feedback to all teachers on any selected elements from the *Framework for Teaching* as well as any progress or challenges that remain as staff implement other school initiatives. The OTT captures both quantitative and qualitative evidence of progress for each teacher on a range of school initiatives and includes recommendations for future success.

Additionally, school initiatives such as implementation of a Asking Better Question, Teach Like A Champion, Douglas Frey’s Gradual Release Model, Talk Moves, Guided Reading, Guided Math, and Scaffolds for ELL and SWDs and the ability to integrate peer assessment into classroom lessons along with specific elements of the research-based common teaching framework are also accurately captured and result in effective feedback on practice and student work. The data harvested from the OTT drives the school’s professional development plan. Since all administrators can input observation data at multiple points over time, teacher profiles therefore consider data from these multiple perspectives ensuring that informed decisions regarding professional development, teacher teaming and peer mentoring lead to improved student performance.

**Strengths:** School Administration looked at observation data from the previous year to determine trends in teacher practice, instructional challenge areas, and opportunities for staff leadership and growth. We saw that, overall, the teaching staff could use additional support in implementing three specific Danielson *Framework for Teaching* components: 2d: Managing Student Behavior, 3b: Using Questioning and Discussion Techniques, and 3c: Engaging Students in Learning, 3d. Using Assessment in Instruction 3d to further examine the data. We also was able to identify teachers who demonstrated consistently strong practice in one or more of those components, and realized we could engage those teachers by asking them to consider leading PD sessions that capitalized on their strengths.

Since July 2014, the principal put into effect a Summer Staff Curriculum mapping process working strategically with the Literacy and Math consultants, principal, assistant principals, and coach to develop ReadyGen and GoMath! CCLS aligned instruction. The principal and the leadership team have created a comprehensive data system that brings together several data sources as well as new assessments including Fountas and Pinnell, Foundations, Unit Tests, and ELA and Math Simulated Assessment Data. All Data has been uploaded to dropbox for all constituents to view. CCLS-aligned portfolio tasks will be used to inform this committee as to the current student performance level. In doing so, the principal has developed a well-coordinated and strategic organizational structure that uses school-wide data to inform teacher teams and classroom practices. As a result, students' data is tracked carefully and student work is collected and studied for instructional and assessment purposes during teacher teams meetings, 1:1 data conferences, and student instructional grouping.

Since September of 2013, the administrative team has purposely designed teacher programs to allow time for teacher team meetings and common planning time within the school day. Professional assignments were modified this year to allow teachers even more meaningful time to meet and plan together at least twice a week. As a result, teachers have been able to regularly look at student work by departments and in grade level teams in order to improve tasks and instruction to ensure all students are actively engaged in cognitively demanding academic tasks.

Administration has ensured the teachers schedule time to involve parents to be active participants in their child's education. Teachers will be expected to invite parents into their classrooms to demonstrate how their own new learning has impacted their instruction. They want to make new and existing strategies used for learning available and accessible for the parents. Our school community believes that by making the parents aware of how they can help their students with their learning trust is established. In order to demystify what goes on in the classroom, teachers have scheduled meetings, celebrations and trips all including the parents.

**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.

By June 2015, school leaders will allocate funds to purchase and integrate hardware, software, books and instructional intervention programs providing teachers and students with additional resources to enhance student-centered instructional practices and to impact student engagement. Student engagement will increase as evidenced through classroom observations and by at least 75% of teachers moving one HEDI scale rating on Danielson component 3c: Engaging Students in Learning.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>Strategies to address the needs of students with</li> </ol>			

<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<p>In September 2014, the principal will align budgetary sources to purchase hardware: SmartBoards, Computers, and i-Ready CCLS and Reading A-Z, Math/ELA afterschool and Saturday Academy materials.</p>	Whole School	Monthly budget meetings will take place with budget personnel to implement the hardware plan of action.	Principal
<p>During the 2014-2015 school year, the principal will align budgetary sources to create ELA/ Math After- School Workshops, ESL Saturday Academy For Parents and Students, Tuesday Engagement, and echalk communication for parents.</p>	Whole School	Beginning September 2014, the school will make budgetary moves necessary to support the programs	Principal
<p>In September 2014, the principal will align budgetary sources to implement professional learning opportunities.</p>	Teaching Staff	Monthly budget meetings will take place with budget personnel to implement PL opportunities	Principal
<p>On a school year tri annual basis (3 times a year) the administration will host feedback sessions to evaluate status of programs and resources.</p>	Whole School	Monthly budget meetings will take place	Principal

**Part 4 – Resources Needed**

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

- Budget meetings will take place with budget personnel to implement the hardware plan of action.
- Budget meetings will take place with budget personnel to implement the software plan of action.
- Budget meetings will take place with budget personnel and Assistant Principals to implement the various after-school programs.
- Budget meetings will take place with budget personnel to implement Professional Learning Opportunities to support teacher pedagogy.
- Principal, Assistant Principals and coaches will meet on monthly basis to assess impact of the afterschool

programs as well as software/hardware/library resources.

- Principal and Assistant Principals will sit in on teacher teams to assess the teachers’ practices with regard to analyzing data.

**Part 5 – Budget and Resource Alignment**

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

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

N/A

**Part 6 – Progress Monitoring**

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

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

- By the end of the 2014-2015, all classrooms will have working SmartBoards, iPads, and Desktops.
- By the end of the 2014-2015, all staff will have access to Reading A-Z, i-Ready Math/ELA curriculum associates materials,
- By the end of the 2014-2015, all students will have been offered opportunities for Book Clubs, p, After-school classes, and Saturday and morning programs.
- By the end of the 2014-2015all staff and students will have access to new guided reading libraries and classroom libraries.
- By the end of each quarter, administration will evaluate the impact of all the programs and resources.
- By the end of each quarter, administration will evaluate the impact of the teacher team initiatives as well as the Professional Learning opportunities.
- During each teacher’s quarterly conference the teachers will provide feedback as to which professional learning opportunities were most useful and which professional learning opportunities they would like to receive during the next quarter. This feedback will support the Professional Learning Committee’s professional development plan and will involve teachers.

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

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

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

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

### Part 1 – Needs Assessment

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

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

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

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

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

Based on the 2013-2014 Priority and Focus School Quality Review (PFQR) Recommendations, 'the school needs to continue to ensure that all staff members understand how to create and sustain high levels of family engagement by teaching all parents ways to support student learning and growth. We also need to expand the current practices to include professional development for parents that provide strategies they can use at home to support their child's academic needs.' We will also act upon the Chancellor's Initiative to run campus based parent learning sessions in conjunction with the school with which we share the campus.

**Strengths:** At the Sheridan Academy we include parents in all aspects of our educational and social plans. Our School Leadership team, along with our Parent's Association, welcomes parent involvement and input as evidenced by the 98% participation of parents in the 2014 School Survey and 93% satisfaction rate with our Instructional Core and School Culture. We offer parent workshops on a variety of topics such as the CCLS, Supporting Students at Home, preparing students for the NYSESLAT, ESL, and GED preparation. Communication is paramount and we send home a monthly newsletter, calendar and use eChalk. The school community participates in a "Day of Giving" supported by the Family Worker. Parents attend the NYCSABE citywide parent workshops and parent retreats.

Administration has ensured the teachers schedule time to involve parents to be active participants in their child's education. Teachers will be expected to invite parents into their classrooms to demonstrate how their own new learning has impacted their instruction. They want to make new and existing strategies used for learning available and accessible for the parents. Our school community believes that by making the parents aware of how they can help their students with their learning trust is established. In order to demystify what goes on in the classroom, teachers have

scheduled meetings, celebrations and trips all including the parents.

**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.

Throughout the 2014-2015 school year, school leaders will promote the use of eChalk to ensure that information about students, the classroom/school curriculum and important events are communicated to parents. School leaders will conduct monthly checks to ensure teachers update eChalk so that parents have current academic information and information about classroom and school community events as evidenced by an increase of 10% of parents responding on the 2015 Learning Environment Survey that they ‘strongly agree’ that the school keeps them informed about their child’s academic progress.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Throughout the 2014-2015 school year, the principal and various staff members will conduct staff trainings on the use of eChalk and provide literature and letters to parents explaining the rationale behind the program.(SOP 6.5) )</p>	<p>Teachers, parents, students</p>	<p>On a monthly basis, the principal and various staff members will conduct staff trainings on the use of eChalk and provide literature and letters to parents explaining the rationale behind the program.</p>	<p>Principal and various staff members will conduct staff trainings on the use of eChalk and provide literature and letters to parents explaining the rationale behind the program.</p>

<p>Throughout the 2014-2015 school year, the Principal, Parent Coordinator, Family Worker and various staff members will conduct parent training sessions on supporting students at home, CCLS and NYSESLAT exams.(SOP 6.2; 6.3)</p>	<p>Teachers, parents, students</p>	<p>On a monthly basis, the principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principals, Deans and Parent Coordinator</p>	<p>School Principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principals, Deans and Parent Coordinator</p>
<p>Throughout the 2014-2015 school year, the principal, assistant principals, and parent coordinator will coordinate with classroom teachers and monitor parent submission of emails to enroll in the program as well as work with the Parent Coordinator to conduct parent technology nights to promote online communication program (eChalk). Monthly, the school’s administrators and parent coordinator will monitor the use of eChalk. <b>(SOP 6.5)</b></p>	<p>Teachers, parents, students</p>	<p>On a monthly basis, the principal, parent coordinator and various staff members will conduct parent training sessions.</p>	<p>School Principal, parent coordinator and various staff members will conduct parent training sessions.</p>
<p>During the 2014-2015 school year, the principal will align budgetary sources to create ELA/ Math After- School Workshops, ESL Saturday Academy For Parents and Students, Tuesday Engagement, and echalk communication for parents.</p>	<p>Teachers, parents, students</p>	<p>On a monthly basis, the principal, assistant principal and parent coordinator will coordinate with classroom teachers, and monitor parent submission of emails to enroll in the program as well as work with the Parent Coordinator to provide parent technology nights to promote an online communication program (eChalk).</p>	<p>Principal will coordinate with classroom teachers and monitor parent submission of emails to enroll in the program as well as work with the Parent Coordinator who will conduct parent technology nights to promote online communication program (eChalk).</p>

**Part 4 – Resources Needed**

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

- Parent Coordinator greets parents and students each day.
- Incentives for completion of Parent Surveys and meeting attendance.
- Monthly PA Meetings
- Weekly communication through eChalk
- Ongoing Parent Workshops on timely issues and supporting students at home.
- Family Nights/Informational Nights (Evening times)
- Participate in District Literacy/Math/Science Fairs
- Campus wide Career Day with BYP
- Coordinate with Citizens Advice Bureau for parent legal, housing, and work related issues.
- Tuesday Afternoon time set aside for open access for parents
- Participate in New York Yankee Winter Wonderland.
- Organize coat drive
- Family worker supports identified at-risk students, parents and shelter students for both academic and socio-emotional needs.
- Achievers Enrichment Services, Ltd. After School Program brought in at parent's request.
- Yearly Parent Educational Retreat
- Parents and Staff attend the NYC SABE convention.
- Coordinate with Casita Maria Center for Arts and Education

**Part 5 – Budget and Resource Alignment**

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

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

**Part 6 – Progress Monitoring**

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

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

**Targets:**

- Monthly targets will be set to evaluate and monitor how often parents are using the programs
- Monthly check on the usage of teacher, student and parent use of the programs
- Look at monthly attendance of parent night activities
- Analyze the student participants in the school-wide incentive nights and correlate to student achievement data.

**Timeline:**

- On a monthly basis, the principal, parent coordinator and various staff members will conduct trainings on a variety of topics and provide literature and letters to parents explaining the rationale behind the instructional program. All materials are translated for various languages.
- The school distributes a monthly calendar of events and informational newsletter.
- On a monthly basis, school administrators will monitor the use of eChalk.
- On a monthly basis, the principal and parent coordinator will coordinate with classroom teachers and monitor parent submission of emails to enroll in the program as well as work with the Parent Coordinator who will conduct parent technology nights to promote an online communication program.

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

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

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	State exam data, Unit test, Simulated data, report card information, teacher referral	I-Ready, I.Ready, Golden Instruction Time- AIS, Foundations,	Small group, one-to-one, tutoring during the Golden Instructional Day	After school day, Saturday Academy, Before and After school physical fitness recreational activities.
<b>Mathematics</b>	State exam data, Unit test, Simulated data, report card information, teacher referral	I.Ready, Golden Instruction Time-AIS	Small group, one-to-one, tutoring during Golden Instructional Day	After school day, Saturday Academy, Before and After school physical fitness recreational activities.
<b>Science</b>	State exam data, Unit test, Simulated data, report card information, teacher referral	Science Morning and After School Academy	Small group, one-to-one, tutoring during Golden Instructional Day	After school day, Saturday Academy, Before and After school physical fitness recreational activities.
<b>Social Studies</b>	Unit Tests	Reading	Small group, one-to-one, tutoring during Golden Instructional Day	After school day, Saturday Academy, Before and After school physical fitness recreational activities.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	SBST referral, Teacher referral, Parent request, AP, Principal, and SIT Team , and agency referral	At-risk counseling, Response to Intervention, Positive Behavior Incentive Support Program, Student Incentive Programs, SIT team, (Attendance team), At risk counseling (RTI, PIP plans, functional behavioral counseling, academic counseling, 504 Accommodation for At-Risk immunization, triage as needed, referrals, and wellness consultations	Small group, one-to-one, tutoring during Golden Instructional Day	After school day, Saturday Academy, Before and After school physical fitness recreational activities.

### 09X457 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	604	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	90.7%	% Attendance Rate		90.2%
% Free Lunch	91.4%	% Reduced Lunch		1.0%
% Limited English Proficient	26.2%	% Students with Disabilities		21.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		31.2%
% Hispanic or Latino	64.6%	% Asian or Native Hawaiian/Pacific Islander		1.6%
% White	0.6%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		5.29
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.2%	Mathematics Performance at levels 3 & 4		22.9%
Science Performance at levels 3 & 4 (4th Grade)	77.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
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				
<b>Accountability Status – Elementary and Middle Schools</b>				
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		NO
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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
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			

## 09X457 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	604	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	90.7%	% Attendance Rate		90.2%
% Free Lunch	91.4%	% Reduced Lunch		1.0%
% Limited English Proficient	26.2%	% Students with Disabilities		21.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		31.2%
% Hispanic or Latino	64.6%	% Asian or Native Hawaiian/Pacific Islander		1.6%
% White	0.6%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		5.29
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.2%	Mathematics Performance at levels 3 & 4		22.9%
Science Performance at levels 3 & 4 (4th Grade)	77.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
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				
<b>Accountability Status – Elementary and Middle Schools</b>				
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		NO
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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
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 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>New teacher training program conducted by Principal, Assistant Principals, Coaches, Department Chairs and retired Principals (Mentors)</li> <li>Buddy teachers and special emphasis on classroom intra-visitations</li> <li>A program schedule that builds common planning time, departmental conferences, and grade conferences</li> <li>Use of ARIS Learn to promote online teacher professional development</li> <li>Use of teacher text such as 'Teach Like a Champion' and 'Talk Moves' to promote specific classroom/teaching practices</li> <li>Special emphasis on the Depth of Knowledge Wheel and the Cognitive Rigor Matrix to promote rigor and higher order thinking tasks/questions</li> <li>Provide ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis</li> <li>Partner with Network to provide lesson plan clinics, Instructional Rounds and classroom visits</li> <li>Partner with the Teacher Effectiveness Unit with emphasis on the Danielson Teaching Framework</li> <li>Monthly staff meetings to address teaching practices and data awareness</li> <li>Attend teacher fairs to recruit teachers or other pedagogues</li> <li>Network with other Principals and Assistant Principals with the focus of recruiting teachers or staff members</li> <li>'Objective, Questioning, and Using Assessment During Instruction' walks data collections to ensure high quality classroom lessons</li> <li>Webinars and tutorial resources based on ARIS Learn</li> </ul>

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

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>ELL workshops for Assistant Principals</li> <li>Instructional Rounds hosted by the Network</li> <li>Instructional Leads trainings hosted by the Network</li> <li>Principal led Professional Development for Assistant Principals and Teachers</li> <li>Central led Professional Developments</li> <li>District led Mentoring Professional Developments</li> <li>School led Professional Developments</li> </ul>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

NA

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

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

NA

**Part 4: SWP Schools Only**

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

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

SAYL partners with the local prekindergarten agencies and surrounding schools by collaborating and attending an Elementary school recruitment event. We also facilitate ‘Parent Walkthroughs’ so that the new incoming families can visit the school prior to pre-registration. An orientation is held during the summer to provide more details about the curriculum, the student’s daily schedule, and parent engagement school events.

**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.

Default on Measures of Student Learning. MOSL committee selected to select Default Measures of Student Learning. Teachers received professional development resources from the network on using the rubrics for NYC performance assessments and professional development on how to use data from these assessments is forthcoming from the MOSL coach assigned to the network and the Achievement Coach.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

Title I Part A (Basic)	Federal	558,637	X	13,14,17,18,19,20,23,24,28,33,34
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	135,220	X	13,14,17,18,19,20,23,24,28,33,34
Title II, Part A	Federal	94,348	X	13,14,17,18,19,20,23,24,28,33,34
Title III, Part A	Federal	18,856	X	13,14,17,18,19,20,23,24,28,33,34
Title III, Immigrant	Federal	20,157	X	13,14,17,18,19,20,23,24,28,33,34
Tax Levy (FSF)	Local	3,450,910	X	13,14,17,18,19,20,23,24,28,33,34

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

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

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

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

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

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

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

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

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

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

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

*(Required for All Title I Schools)*

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

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

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

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Sheridan Academy For Young Leaders P.S. 457]**, 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. **[Sheridan Academy For Young Leaders P.S. 457]** 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;
- Parent Coordinator greets parents and students each day.
- Incentives for completion of Parent Surveys and meeting attendance.
- Monthly PA Meetings
- Weekly communication through eChalk
- Ongoing Parent Workshops on timely issues and supporting students at home.
- Family Nights/Informational Nights (Evening times)
- Participate in District Literacy/Math/Science Fairs

- Campus wide Career Day with BYP
- Coordinate with Citizens Advice Bureau for parent legal, housing, and work related issues.
- Tuesday Afternoon time set aside for open access for parents
- Participate in New York Yankee Winter Wonderland.
- Organize coat drive
- Family worker supports identified at-risk students, parents and shelter students for both academic and socio-emotional needs.
- Achievers Enrichment Services, Ltd. After School Program brought in at parent's request.
- Yearly Parent Educational Retreat
- Parents and Staff attend the NYC SABE convention.
- Coordinate with Casita Maria Center for Arts and Education

**Sheridan Academy For Young Leaders P.S. 457** Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

**Sheridan Academy For Young Leaders P.S. 457** 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**

**[Sheridan Academy For Young Leaders P.S. 457]**, 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.

- **School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

- **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;

- **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.



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 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: Sheridan Academy for Young Lea	DBN: 09X457
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy	
Total # of ELLs to be served: 86	
Grades to be served by this program (check all that apply):	
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 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: SAYL AFTER SCHOOL PROGRAM AND SATURDAY ACADEMY

At the Sheridan Academy for Young Leaders, our students are uniquely diverse and this diversity has a profound impact on our school culture. The student population at SAYL consists of 66.78% Hispanic, 30.22% Black/African, 1.34% White, 1.34% Asian, and 0.17% Multi-racial. In addition, we have an ELL dominated school; in fact, ELLs make up 23.54% of our school demographic.

Our overriding goal is to maintain high expectations for all our ELLs; in fact, we strive to provide them with high quality instruction. With this in mind, we have designed a rigorous and intensive After School Program and Saturday Academy targeting ELLs, based on their performance of the NYSESLAT and the Fountas and Pinnell Benchmark Assessment System.

The targeted group for the After School Program includes: third, fourth, fifth graders performing at the Intermediate, and Advanced levels as determined by the 2014 NYSESLAT scores. The Newcomers' group consists of students in grades three, four, and five performing at the Beginning level as determined by the NYSITELL scores. The teaching staff for the After School Program consists of two certified ESL teachers and one certified Bilingual teacher. The After School Program will take place during the following days and hours: Wednesday and Thursday from 2:25 - 5:00 PM. The program will run from November 19, 2014 to March 26, 2015. It will consist of 30 sessions. Moreover, the After School Program includes one third/fourth grade class, one fifth grade class, and one class especially designed for newcomers. Each class will have approximately 10 to 12 students.

The teaching staff for the Saturday Academy will consist of three certified ESL or Bilingual teachers. The Saturday Academy will run from December 6, 2014 to March 28, 2015. There will be a total of 14 instructional sessions. The hours will be 8:30 am-1:00 pm. There will be one kindergarten class, one first grade, and one second grade class. Each class will have about 10 to 12 students.

Our instructional focus for the After School program and the Saturday Academy is to provide instruction designed to move students in the continuum of language proficiency levels and to improve their academic skills. Furthermore, our teaching staff will provide quality instruction to our ELLs with a focus on the four modalities of language acquisition: listening, speaking, reading, and writing. In order to make content comprehensible, the teachers will use scaffolding strategies to facilitate student learning. Growth in students will be measured by their performance on the 2015 NYSESLAT scores and the Fountas and Pinnell Benchmark Assessment System.

We have purchased the Language Proficiency Intervention Kit, which is a research-based resource to help the newcomers learn basic and functional use of the English language. Also, the Language Proficiency Intervention Kit is a proven resource for increasing academic vocabulary acquisition, fluency, and comprehension. Additionally, The Getting Ready for the NYSESLAT from Attanasio and Associates will be purchased since the 201-2015 versions are fully revised and aligned

## Part B: Direct Instruction Supplemental Program Information

with the Common Core Learning Standards. The following grades will use Getting Ready for NYSESLAT: Kindergarten, first, second, third, fourth, and fifth. Our teachers were offered and attended professional development with a focus on the use and implementation of the instructional programs.

## 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: Professional Development

In accordance with our continued dedication to raising standards, the teaching staff at SAYL will participate in a book club where they will discuss research-based strategies to address the needs of the ELLs in their classes. We will be reading five chapters from the book: *The ESL/ELL Teacher's Survival Guide: Ready-to-Use Strategies, tools and Activities for teaching all Levels*.

The book club will take place every fourth Monday of the month during the UFT Professional Development period. We will have 5 sessions. The book club will begin on the fourth Monday of January and will end on the third Monday of May. Please note that since the fourth Monday of May is a federal holiday, the book club will meet on the Third Monday of May.

Topic 1: Getting Started With English Language Learners

Date: January 26, 2015

Rationale: The purpose of this book club session is to share some facts about the ELL population; provide teachers with a primer on ESL research; and give them a quick tour of ESL Best practices.

Time: 2:20- 3:10 pm

Name of Providers: Vivian Zapata, Barbara Chery, Nandy Persaud, ESL teachers; Ms. Stacey Moskowitz, Literacy Coach

Audience: Teachers from grades K-5,

Topic 2: Teaching Beginning English Language Learners

Date: Monday, February 23, 2015

Rationale: During the second session of the book club, teachers will learn the key elements of a curriculum for beginning ELLs.

Time: 2:20-3:10 pm

Name of providers: Vivian Zapata, Barbara Chery, Nandy Persaud, ESL Teachers; Stacey Moskowitz, Literacy Coach

Audience: Teachers from grades K-5

Topic 3: Teaching Intermediate English Language Learners

Date: Monday, March 30, 2015

Rationale: During the third session of the book club, teachers will learn the key elements of a curriculum for intermediate ELLs. In addition, teachers will learn how to use text to generate analytical writing lesson plans.

### Part C: Professional Development

Time: 2:20-3-10 pm

Name of providers: Vivian Zapata, Barbara Chery, Nandy Persaud, ESL Teachers; Stacey Moskowitz, Literacy Coach

Audience: Teachers from grades K-5

Topic 4: Teaching English Language Learners in the Content Areas

Date: Monday, April 27, 2015

Rationale: Teachers will be introduced to the Organizing Cycle: a framework that is used by successful community organizers to encourage people to participate in public life; especially those who have not previously participated in community improvement efforts. Teachers will learn how to use the Organizing Cycle to help the ELLs in their classes learn a new language and a new way of thinking about how to engage with each other and with the world. In addition, teachers will explore different strategies to teach social studies, science, and math.

Time: 2:20-3-10 pm

Name of providers: Vivian Zapata, Barbara Chery, Nandy Persaud, ESL Teachers; Stacey Moskowitz, Literacy Coach

Audience: Teachers from grades K-5

Topic 5: Further Strategies to ensure Success of ELL in Mainstream Classrooms

Date: Monday, May 18, 2015

Rationale: In the last session of the book club, teachers will learn how to use learning games in the classroom to support ELLs. Teachers will also discuss how to handle potential challenges that may arise during the school year.

Time: 2:20-3-10 pm

Name of providers: Vivian Zapata, Barbara Chery, Nandy Persaud, ESL Teachers; Stacey Moskowitz, Literacy Coach

Audience: Teachers from grades K-5

### 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: Parent Engagement Activities

At the Sheridan Academy for Young Leaders, parent engagement is one of our main priorities. In effect, we offer outreach to the parents of our English language learners through letters, flyers, announcements, Title III letters (translated in the parents' native languages) on a regular basis.

Moreover, our parent coordinator, Mr. Brioso meets and communicates with the parents on a daily

## Part D: Parental Engagement Activities

basis. Every morning, Mr. Brioso makes himself available to answer parents' questions and concerns regarding any issue about their children's education. If Mr. Brioso is unable to address the parents' concerns, he directs the parents to an administrator and/or teachers who can assist the parents. In addition to that, we have been using and continue to use the UFT Parent Engagement periods on Tuesday afternoons to meet with parents to discuss student progress and academic expectations. The parent coordinator and our PTA School's PTA president articulate with the administrative team, The ESL coordinator, ESL teachers, and guidance counselors to find ways to better serve the parents of ELLs in our community.

In an effort to support parents in learning language acquisition skills, PS 457x will begin offering GED and ESL classes that will support them in improving their language skills. In addition, these classes will equip parents of ELLs with the skills needed to help their children at home. We strongly believe that as the parents attend the Saturday GED and ESL classes, they will grow academically together with their children which will lead to higher ELL students academic achievement.

The ESL and GED classes will begin on January 10, 2015 and ends on March 28, 2015 with a cultural celebration. There will be a total of 10 sessions. The hours will be 9:00 am-1:00 pm. They will be taught by an Adult Education teacher, Ms. Arbizzani.

As stated above, at Sheridan Academy for Young Leaders we believe that parent involvement plays a major role in students' success. As a matter of fact, many of the parents of our ELLs are new to the United States while others have lived here for many years. But, many of the parents are not familiar with the ways that the elementary and secondary schools operate. Consequently, it is very difficult for them to navigate our school system and find and/or obtain the benefits that can be afforded to their children. For this reason, our school has launched four workshops during the school year 2014-2015 to equip parents with the skills needed to navigate the school system and help their children become successful.

1) Rationale: The purpose of this workshop is to give parents the opportunity to visit their children's classes in order to get acquainted with the teachers and the curriculum. The parents were given an orientation during which they were informed about the school expectations and the content curriculum. The parents of ELLs were especially encouraged to attend the orientation and visit their children's classrooms. The ELL parents were encouraged to sit in and observe the strategies that the teachers use to make content comprehensible.

Schedule and Duration: Wednesday, October 10, 2014 from 9:00-11:00 am.

Topic covered: A Day in My Child's Class

Name of provider: Mr. Brioso, parent coordinator and Iris Jimenez, PTA president

How parents will be notified: Letters translated in the parents native languages were sent to the parents to inform them about the presentation.

Mr. Brioso had face-to-face meetings with the parents to encourage them to attend and participate in the presentation.

2) Rationale: In the past few years, many schools in the United States, including the New City school system have adapted the Common Core Learning Standards as the learning goals for what students should know and be able to do at each grade level. With this in mind, helping parents understand what is expected of their children is a critical component of students' success in school.

## Part D: Parental Engagement Activities

Schedule and Duration: Tuesday, November 25, 2014 from 9:00-11:00 am

Topics covered: Understanding the Common Core and What you can do to help

Name of Provider: Stacey Moskowitz, Literacy Coach; Sabriya Elam, Literacy Coach, T.F.S

How parents will be notified of these activities: Letters translated in the parents native languages were sent to the parents to inform them about the workshop. The parent coordinator, Mr. Brioso made phone calls to remind parents about the workshop.

3) Rationale: Every year parents of ELLs struggle with finding ways to help their children prepare for the NYS ELA and Math. The literacy and math coaches will provide the parents with information, strategies, and resources so that they can help their children at home. In addition to that, The ESL teachers will provide parents of ELLs with strategies to help their children understand academic vocabulary.

Schedule and Duration: Thursday, March 5, 2015 from 9:00 -11:00 am.

Name of Provider: Stacey Moskowitz, Literacy Coach and Dr. Scafidi, Math Consultant

Topic to be covered: Preparing for the NYS ELA and Math: what you can do to help your child

How parents will be notified of these activities: Parents will be notified through letters and follow-up phone calls.

4) Rationale: In this workshop, parents will learn how to get their children ready for the NYSESLAT. the ESL teachers will provide the parents with research-based strategies and resources to help their children successfully pass the NYSESLAT.

Schedule and Duration: Thursday, March 12, 2015 from 9:00-11:00 am

Topic to be covered: Getting your Child Ready for the NYSESLAT.

Name of Provider: Vivian Zapata, Barbara Chery, and Nandy Persaud, ESL Teachers

How parents will be notified: parents will be notified by letter. Also, there will be follow-up phone calls to inform the parents.

## Part E: Budget

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

Allocation Amount: \$0		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>9</b>	Borough <b>Bronx</b>	School Number <b>457</b>
School Name <b>Sheridan Academy for Young Leaders</b>		

### B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Lisette Febus</b>	Assistant Principal <b>Raquel Pevey</b>
Coach <b>Stacey Moskowitz</b>	Coach
ESL Teacher <b>Vivian Zapata</b>	Guidance Counselor
Teacher/Subject Area <b>Barbara Chery/ESL</b>	Parent
Teacher/Subject Area <b>Nandy Persaud/ESL</b>	Parent Coordinator <b>Gilberto Brioso</b>
Related Service Provider	Other <b>Jose Gonzalez/Data Specialist</b>
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>5</b>	Number of teachers who hold both content area and ESL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>2</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>615</b>	Total number of ELLs	<b>164</b>	ELLs as share of total student population (%)	<b>26.67%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

#### This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	164	Newcomers (ELLs receiving service 0-3 years)	130	ELL Students with Disabilities	24
SIFE	0	ELLs receiving service 4-6 years	34	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	11									11
Dual Language										0
ESL	119			34						153

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>130</b>	<b>0</b>	<b>0</b>	<b>34</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>164</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	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	24	36	19	8	23	16								126
Chinese														0
Russian														0
Bengali		2	1	1	1	1								6
Urdu														0
Arabic														0
Haitian														0
French				2	2									4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	4	1	5	5								17
<b>TOTAL</b>	<b>25</b>	<b>39</b>	<b>24</b>	<b>12</b>	<b>31</b>	<b>22</b>	<b>0</b>	<b>153</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	21	3	4	3	7	4								42
Intermediate(I)	0	12	7	7	13	5								44
Advanced (A)	4	24	13	13	11	13								78
Total	<b>25</b>	<b>39</b>	<b>24</b>	<b>23</b>	<b>31</b>	<b>22</b>	<b>0</b>	<b>164</b>						

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	19	4	0	0	23
4	15	2	0	0	17
5	15	0	0	0	15
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	20	1	1	0	2	0	0	0	24
4	16	2	0	0	0	0	0	0	18
5	15	0	0	0	0	0	0	0	15
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	9		4		6		1		20
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
To assess the early literacy skills of all our students, K-5, our school uses the Fountas and Pinnell program. It is used to determine baseline reading levels as well as monitor ongoing progress. A baseline writing assessment is also used to determine their baseline writing skills. For our Bilingual students, we use the DRA (Spanish version). In addition, the NYSESLAT/LAB-R is also utilized to assess

ELLs specifically and presents a broad view of student's performance in the four spectrums of Reading, Writing, Listening and Speaking.

We have found that using a range of assessment programs helps us determine specifically, our students' areas of need and strength. For this reason, we don't use the assessments in isolation, but compare/contrast and integrate the results of the different assessment programs to help give us a clearer picture of where the students are exactly, in terms of literacy skills. This helps to inform our instructional plan. Having studied the results of the data from the afore-mentioned assessments, we have determined the following: in the areas of Listening and Speaking, our students are performing on the Intermediate and Advanced levels of proficiency; while in the areas of Reading and Writing they are mostly Beginners. The results of the data helps inform our instructional plan and prescribes the need for a strong balanced literacy program..

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data from the NYSESLAT and the LAB-R reveal that in the areas of Listening and Speaking, our students are performing on the Intermediate and Advanced levels of proficiency; while in the areas of Reading and Writing they are mostly Beginners.
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 from the NYSESLAT and the LAB-R reveal that in the areas of Listening and Speaking, our students are performing on the Intermediate and Advanced levels of proficiency; while in the areas of Reading and Writing they are mostly Beginners. This helps inform our instructional plan and prescribes the need for a strong balanced literacy program. We are supporting our ELLs using targeted Guided Reading and Writing resources to enhance their literacy skills. Also, our ELLs are invited to be part of our After School Program as well as our Saturday Academy. The focus of all of these programs is predominantly to develop reading and writing skills for our ELLs.
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?
  - 4a. After carefully examining students ELA results, we can see some patterns across grades. The majority of our ELL students scored in the 1 and 2 range. An item analysis conducted showed that students are lacking in vocabulary development.
  - 4b. The ELL Periodic Assessment was not administered last year.
  - 4c. The ELL Periodic assessment was not administered last year.
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 Sheridan Academy for Young Leaders (PS 457x) uses data in a strategic way to instructionally support English Language Learners. The school engages in progressive data collection throughout the year using assessments aligned to the Common Core Learning Standards. In the area of English Language Arts the Sheridan Academy uses the Fountas and Pinnell Reading Assessment system. The school uses this program to track student progress in the reading areas of:
  - phonemic awareness
  - decoding
  - Accuracy
  - Fluency
  - Comprehension

Sheridan Academy uses a progress monitoring benchmark tool to determine the aptitude levels of its students. Based on this tool, we assess our entire student body three times a year. If students are not performing at or above grade level during any time of the standard reading assessment periods, they are additionally assessed to further identify, track and remediate deficiencies in reading. ELL students in our self-contained classes are closely monitored and receive added support as needed in small groups, by an extra ESL teachers.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
At Sheridan Academy for Young Leaders we make sure that a child's second language development is considered in instructional decisions by placing them in the appropriate setting based on their Home Language Survey and program availability. We understand that in order for English language learners (ELLs) to become successful students, they need to learn grade-level content as well as the English language skills needed to access that content. We make sure that ELLs benefit in regular classrooms using ELL-friendly strategies for teaching content areas. These strategies increase comprehension, learning, and interaction through modeling, acting out, gesturing, showing diagrams, and doing hands-on activities and experiments.

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?

Not Applicable

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

We have been using the results of the NYSESLAT to measure progress in Reading, Writing, Listening and Speaking. We also use the Fountas and Pinnell assessment kit, as well as teacher- made formative and summative assessments to measure progress. We expect to see students gain a proficiency level from year to year and to eventually reach proficiency and test out.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  1. When a new student is admitted to the school, the secretary asks the parent what is the home language spoken at home. Based on the parent or guardian's response, the secretary hands a Home Language Identification Survey (HLIS) in the appropriate home language to fill out during the initial registration process. The secretary then contacts a trained pedagogogue. The informal oral interview and the formal initial assessment are conducted by any of the three main Certified ESL teachers responsible for servicing the ELLs in our school, Mrs Zapata, certification in Bilingual Education (Spanish) K-6 and certification in ESL K-12; Ms. Chery (speaks French) with certification in ESL K-12/Special Education K-6, and Ms. Persaud with certification in ESL K-12. In a household where a language other than English is spoken, parents are given an informal oral interview to clarify language dominance. This interview is conducted in English and if translation is needed, we accommodate by locating someone who speaks their language. On the basis of the response, a formal initial assessment is conducted with the student and if necessary, the LAB-R and the Spanish LAB for Spanish-speaking students is administered within 10 days by any of the two main Certified ESL teachers. Once all ELLs have been identified and are placed in the proper setting, they are evaluated annually using the NYSESLAT (ATS report). For the bilingual students, classroom teachers administer the Listening, Reading, and Writing portions of this assessment, while the ESL teachers administer the Speaking portion. For the freestanding ESL students, ESL teachers with the support of other teachers (AIS teacher and SETSS teacher) administer the Listening, Reading, and Writing portion of this assessment, while only ESL teachers administer the Speaking portion of the assessment.
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.
 

Every effort is made to inform and notify parents of newly enrolled students of their child's entitlement to language support services. These parents are sent letters of invitation to attend a parent orientation meeting within ten school days. Included in the invitation packet is an Entitlement Letter which has a breakdown of the student's LAB-R scores and a detailed description of the three language programs - Transitional Bilingual; Dual Language; and Free-standing ESL. As much as possible, we send these letters in the parents' home language. The packet also states a deadline by which parents should respond to the orientation. During this meeting, parents meet the Principal, Assistant Principal, Parent Coordinator, and ESL teachers. At the orientation, parents are shown a video, The Parent Connection-an Orientation for Parents of Newly Enrolled English Language Learners. The video is about the three program choices (see above). They are also informed about which programs are in place at our school. When parents choose a program that our school does not currently offer, we keep records in order to notify parents when the program of choice opens. We discuss options on what steps to take if their program of preference is not available at our school; including having the child transferred to a school within the district that offers their selection. Also, we have a question and answer session to clarify any concerns that parents may have. We assist parents in filling out the Program Selection form, in their home language, providing an interpreter, if possible. Any parents that do not attend the initial meeting receive personal invitations through phone calls and letters sent home with children. If parents do not respond to any of these efforts, we follow up at Parent Teacher Conferences. In this manner we ensure that parents have a chance to understand the available programs for ELLs and choose the one they want for

their children.

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

3. The Entitlement Letters are distributed by the three ESL teachers. They send parents the Entitlement Letters and the Program Selection forms by hand through their child. \*Every effort is made to inform and notify parents of newly enrolled students of their child's entitlement to language support services. These parents are sent letters of invitation to attend a parent orientation. Included in the invitation packet is an Entitlement Letter which has a breakdown of the student's LAB-R scores and a detailed description of the three language programs - Transitional Bilingual; Dual Language; and Free-standing ESL. As much as possible, we send these letters in the parents' home language. The packet also states a deadline by which parents should respond to the orientation. A checklist of all parents in attendance is maintained and kept in records by the ESL/Compliance teacher, Mrs. Zapata, to ensure follow-up with those who were not able to attend. Records are also maintained of all parent choices, program selections, Entitlement letters, and continued entitlement letters.

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.
  4. A certified ESL teacher conducts an informal interview with parents. The ESL teacher helps them to complete the Home Language Survey form (HLS) in the parents' native language, if possible. If eligible, the students are administered the LAB-R by one of our certified ESL teachers (Mrs. Zapata, Ms. Chery, or Ms. Persaud) within 10 days of admission. The Spanish LAB-R is administered to Spanish speaking students i.e. students whose homelanguage code indicate Spanish. The Entitlement Letters and the Program Selection forms are sent to parents by hand through their child. We invite parents of all newly admitted students to an orientation meeting. During this meeting, Parents are informed by one of the certified ESL instructors that there are three models (literature is handed out to parents explaining the three different models) for ELL students. Parents are always informed that they have the right to choose any of the three models, even if they are not currently in place at our school. Parents who choose free standing ESL are immediately accommodated. Parents who choose BL or TBE are informed that we would need a certain number of students to open up either program or they have the right to transfer/enroll in another school within the city that offers their program of choice. Parents desiring a different program are told that they can request alternate placement. All this takes place within the first 10 days of admission to the school. The explanations and consultations with parents are done in the native language or English only if the parent chooses. Translation is made available to parents by school personnel or outside translators. A checklist, of all parents in attendance, is maintained and kept in records by the ESL teachers to ensure follow-up with those who were not able to attend. Records are also maintained of all parent choices, program selections, and Entitlement letters. We also update the ELPC screen in ATS.
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.

Every Spring the NYSESLAT exam is administered to all ELL's at school. The school personnel uses the RLER report in ATS to identify all students eligible for testing. Before testing window is opened, parents are informed of the testing process and dates by the school's monthly calendar, and direct mail to each family. The written letter and is sent in native language. Adequate NYSESLAT materials are ordered to ensure that every student is tested. The speaking test is administered by the ESL teachers as soon as the window opens so that all students complete this section. The other three sections Reading, Writing, and Listening are administered by ESL and licensed teachers in separate classrooms under school wide testing conditions. During this testing period a section of the building is immobilized for testing. ESL teachers conduct school-wide make up tests for students who missed any part/s of the classroom administration of the sections. All test materials and students' answer documents are carefully counted, secured and scored to guarantee that all students receive a score for each section of the test. Our school boasts between ninety-eight and one hundred percent participation in the NYSESLAT over the past three years.
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. 

6. We service ELL students with explicit English as a Second Language Instruction. This is due to trends in parent letters (parents prefer ESL programs to bilingual programs; this is reflected in a review of our ELL students' BESIS Student Information History forms). Since parent choice is overwhelmingly in favor of the model we provide, alignment is commensurate with request. [Ponse to question here:](#)

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - 1a. We have three models in place to service ELLs at the Sheridan Academy, Free-Standing ESL (Pull-Out, Push-In), Self Contained ESL, and the Bilingual Program. There are different programs available for the different grades. For our Kindergarten classes, we have an ESL Push-In model. For 1st grade, we have a Self Contained ESL program and an ESL Push-In model. For 2nd grade, we have a Push-In and Pull-Out model. For 3rd we have a Transitional Bilingual Special Ed. Class, and an ESL Pull-Out. In 4th grade, we have an ESL Self-Contained Class, and a Push-In Model. In 5th grade we have a Pull-Out model.
    - 1b. We offer three program models in servicing our ELLs: the Transitional Bilingual Special Education, the Self Contained ESL, and the Freestanding ESL program (Pull-Out, Push-In). We utilize the heterogeneous model for the Bilingual Special Education classes and for the Self Contained ESL model. However, for the Free-Standing ESL (Pull-Out/Push-In) program our school utilizes the homogenous model, whereby students are serviced in groups according to their proficiency levels, i.e. Beginner, Intermediate and Advanced.
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)?
    2. At Sheridan, we currently have 164 ELLs. They are divided into groups which are serviced by the three program models, TBE, Self Contained ESL, and Free-Standing.
      - The Transition Bilingual Special Education program services 11 students; The class is run in a small group setting with a certified Bilingual Special Education teacher as well as one certified Educational Assistant.

. The Self Contained ESL Program services one First grade with 26 students, and one Fourth grade with 19 students.  
• In the Free-Standing ESL Program, we have 108 ELLs being serviced by three certified ESL teachers, using the Pull-Out/Push-In model. In the Free-Standing ESL Program (K-5th Grade) instruction is delivered according to the mandated number of instructional minutes. Students receive:

Beginners =2 units of ESL (360 minutes) per week

Intermediate =2 units of ESL (360 minutes) per week.

Advanced =1 unit ESL (180 minutes) per week.

+ 1 Unit ELA (180 minutes) per week.

Our TBE program also delivers instruction according to the mandated number of instructional minutes as delineated in the CR Part 154. In addition to the prescribed instructional minutes for ESL, students also receive

Beginners = 90 minutes of NLA (Spanish) per day

Intermediate = 90 minutes of NLA (Spanish) per day

Advanced =45 minutes of NLA (Spanish) per day

#### 2a. Free-Standing ESL (pull-out/Push-In) Model :

At Sheridan Academy we work on a 50 minute block of instruction. ELLs performing on the Beginner and Intermediate levels of proficiency are serviced for a period of 100 minutes per day/4 days a week with a total of 400 minutes per week, while students performing at the Advanced level of proficiency are serviced for 50 minutes per day/4 days a week with a total of 200 minutes per week. We are surpassing the mandated daily minutes of ESL instruction to our ELL population. Using ESL methodology and strategies, we address the four modalities of language acquisition; Listening, Speaking, Reading and Writing. Scaffolding is also provided to ensure that content is comprehensible and learning takes place. In recognition of varying skills, language proficiency and learning styles, we differentiate instruction for our ELLs. Different instructional strategies are modified for our ELLs including: Direct Instruction; Inquiry-Based Learning; Cooperative Learning; Information Processing, the ReadyGen Program to foster literacy independence.

#### The Transitional Bilingual Education Program :

In this program 60% of instruction is done in Spanish, including all content areas, Math, Science and Social Studies to make content comprehensible and enrich language development. The Bi-lingual teacher also teaches ESL for 72 minutes per day, Beginner and Intermediate levels, and 45 minutes per day/4 days a week of ESL including ELA on a daily basis for students performing at the Advanced level of proficiency. Using all the prescribed methodology, the teacher differentiates instruction for the students according to their performance on the NYSESLAT and their individual needs. As English proficiency increases, so does the amount of time students are taught in English. They will gradually transition from a 60/40 Spanish/English program to 100% English instruction, in the General Education class. The TBE program provides the mandated NLA (Spanish) instruction for ELLs. Students performing on the Beginner and Intermediate levels of proficiency on the NYSESLAT receive 90 minutes per day of NLA, while those with Advanced proficiency receive 45 minutes of NLA per day.

#### Self Contained Model:

The certified ESL teacher uses the ESL methodology and strategies, the teacher addresses the four modalities of language acquisition; Listening, Speaking, Reading and Writing. Scaffolding is also provided to ensure that content is comprehensible and learning takes place. In recognition of varying skills, language proficiency and learning styles, the teacher differentiate instruction for our ELLs. Different instructional strategies are modified for our ELLs including; Direct Instruction, Inquiry-Based Learning, Cooperative Learning, Information Processing, and the Readygen Program to foster literacy independence.

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.

3. In our Transitional Bilingual Special Ed. (Spanish) Program, standards-based subject matter instruction is provided in the student's native language with intensive support in ESL. All instruction is prescribed according the students' IEP. Content area is delivered in Spanish, including Math (Everyday Mathematics), Science (New York City Edition Science) and Social Studies (Social Studies New York City) to make content comprehensible and enrich language development. The Bi-lingual teachers also uses The ReadyGen Program as well as "On Our Way to English", a thematic content based instructional program. The Bi-lingual teachers use the prescribed ESL methodology, including scaffolding, the use of graphic organizers, Total Physical Response methodology as well as the explicit teaching of content vocabulary to assist the students in making content comprehensible. Spanish and English are used for instruction on a 60/40 ratio. As English language proficiency increases, so does the amount of time students are taught in English. English proficiency is accelerated through ESL, ELA, and NLA development. Depending on the performance of the students on the NYSESLAT, they will gradually transition from a 60/40 Spanish/English program to 100% English instruction, in the General Education class. In our Freestanding ESL (Pull-Out/Push-In) At specified periods during the day, on a regular basis, the ESL teacher

Pulls-Out/Push-In ELLs (according to proficiency levels) from their general education classrooms and services them for the mandated number of instructional minutes per week. In this program all instruction, is done in English. The ESL providers are in constant communication with the classroom teachers to align the grade units of studies with the ESL instructional program. The ESL Teachers use The ReadyGen Program as well as "On Our Way to English", a thematic content based instructional program to anchor ELL's learning in a context that is transferable to the mainstream classroom. Differentiation of instruction is provided on a daily basis with an emphasis on vocabulary development, and reading comprehension strategies which are modeled within mini lessons. This gives students the opportunity to try the strategies with the teacher's guidance during guided practice. All instruction is delivered using ESL approaches with specific strategies as well as through individual conferencing including vocabulary scaffolding, the use of graphic organizers, total physical response as well as explicit teaching of content vocabulary in an effort to assist the students in making content comprehensible. The ESL teacher also supports the general education classroom teacher by providing additional support for ELLs in content areas and academic language. During classroom instruction, the teachers model and provide concrete examples. The teacher's language is modified in order to provide comprehensible input for our ELLs. Our lessons have clear language objectives and the teachers use realia and various scaffolds to provide a context and visual for our ELLs. NYSESLAT test preparation strategies are integrated into the lessons. The ESL teacher works with the ELLs to prepare them for the NYSESLAT exam. Once they pass the NYSESLAT, they will be transitioned into regular classes although they are still provided with necessary support for two years after testing out of the program

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

We appropriately evaluate our Spanish speaking ELLs who are in bilingual classes. We use the DRA in Spanish to assess them in their native language. However, for the other languages, Mandingo, French, Twi, Fulani, Bengali and other languages, we do not offer any assessment.

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

We differentiate instruction for our ELLs. Students are grouped into three proficiency levels; Beginner, Intermediate and Advanced. Implementing a four-pronged approach, we address the four modalities of language acquisition; Listening, Speaking, Reading and Writing. Scaffolding is also provided to ensure that content is comprehensible and learning takes place. In recognition of varying skills, language proficiency and learning styles, we modify and implement different instructional strategies for our ELLs including: Direct Instruction; Inquiry-Based Learning; Cooperative Learning; and Information Processing. We also differentiate instruction using small groups and through independent activities. We include vocabulary scaffolds in our daily planning.

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).

6a. We do not have any SIFE students this year.

6b. We have an intensive After School Program for Newcomers. This program services the ELLs in small groups (1 max. per/class) for 3 hours/three days a week and runs from November 2013 until April 2014. We also started a Title III Saturday Academy which started in November 2013 until April 2014. The focus will be on quality instruction using ESL methodology and strategies to improve Reading and Writing. We will cover all content areas ensuring an alignment with the Common Core Standards. As regard our instructional plan, we implement a four-pronged approach in addressing the four modalities of language acquisition; Listening, Speaking, Reading and Writing.

- ESL methodology is used to make content comprehensible, including phonics instruction, sight vocabulary, as well as teaching content-specific vocabulary. We also use the Total Physical Response approach as well as modeling during instruction, to enhance comprehension. Visuals are also displayed on the classroom walls to foster language acquisition.

- To further reading goals, Guided Reading (leveled readers are used) is integrated into our program. Audio-visual technology is also utilized, in building/enhancing grade level appropriate skills that students may be lacking.

- A variety of authentic assessment procedures are periodically utilized (including portfolios, rubrics, performance-based assessment) to assess ELLs and to evaluate learning styles, strengths and strategies. In addition, we also use the Fountas and Pinnell program, to determine baseline Reading levels as well as monitor ongoing progress. Furthermore, to determine their base-line writing skills, a Baseline Writing assessment is also conducted. The various assessments are geared toward improving instructional methodology and student performance, both in their regular classrooms and on the NYSESLAT exam.

- On the whole, a balanced literacy approach is used in teaching our ELLs. This ensures that they don't miss out on any skills that their fellow native English Language speakers may be acquiring/may have acquired. At Sheridan, our ESL program is implemented with the goal of not only having students pass the NYSESLAT exam, but also equipping ELLs with the language and scholastic skills that they need to succeed academically.

6c. Supplementary support is provided in small groups using differentiated instruction for our ELLs that have received service 4 to 6 years. We have started an intensive After-School program, tailored to their needs, with the goal of getting them to English-proficiency on the NYSESLAT test. This program services the ELLs in small groups (11 max. per/class) for 3 hours/three days a week and runs from November 2013 until April 2014. The focus is on Reading Comprehension and Writing, using NYSESLAT Test Prep, Writing, and Reading, as ESL/Literacy program. In addition, we also started a Title III Saturday Academy in November 2013 for all ELLs. The program will run for 4 1/2 hours, every Saturday, for a period of 15 weeks. The focus will be on quality instruction using ESL methodology and strategies to improve Reading and Writing. We will cover all content areas ensuring an alignment with the Common Core Standard.

6d. Supplementary support is provided in small groups using differentiated instruction for our four long-term ELLs. We have started an intensive After-School program, tailored to their needs, with the goal of getting them to English-proficiency on the NYSESLAT exam. This program services the ELLs in small groups (11 max. per/class) for 3 hours/three days a week and runs until April 2014. The focus is on Reading Comprehension and Writing, using the Finish Line for ELLs, Writing, and Reading, as ESL/ Literacy program. In addition, we will also be starting a Title III Saturday Academy in November 2014 for all ELLs. The program will run for 4 hours, every Saturday, for a period of 10 weeks. The focus will be on quality instruction using ESL methodology and strategies to improve Reading and Writing. We will cover all content areas ensuring an alignment with the Common Core Standar.

6e. We plan to ensure that they receive all ELL testing accommodations. They will also be invited to attend the After School and Title III Saturday Academy Program. ESL teachers will continue articulation and support with the classroom teacher and related services providers.

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?

To provide access to academic content areas and accelerate English language development, teachers use various ESL strategies which include scaffolding, use of graphic organizers, visuals, glossaries, laptops for reading and writing. All this is in addition to the traditional strategies used for ELL's and Special Education students. To meet the diverse needs of ELL-SWD's receive modified instruction tailored to meet their IEP goals through the Literacy Program, "ReadyGen ". ELLs with special needs are assessed based on the testing accommodation stated on their IEPs. In addition, ELLs with special needs are given specific, direct and intensive remedial instruction. In fact, the lessons are specific, directed, and intensive remedial instruction designed to help the students meet their annual goals. ELLs identified as having special needs are given modified instruction and assessed based on their IEP goals and testing modifications. We will also with approval from the SLT purchase Promethean Activity Tables.

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?

A concerted effort is made to prepare ELL-SWD for success in the least restrictive environment. Content area teachers are provided with some content materials which supports all student learning by providing rigorous curriculum as is mandated by CCLS. Classes are scheduled to go into the computer lab or have laptops brought to the classroom for accessing online content. Acomodations are made by teachers to ensure maximum benefit of the instructional time in the class. Also, Teachers work collaboratively to plan a coherent curriculum across the grades. Teachers are provided with double preparation time weekly to analyze the students' data. Teachers group students based on their academic needs by targeting and accomodating their learning styles. Students in need of more tactile activity are group accordingly. Teachers also use the guided reading and guided math approach within the ELA and math block. :

**Courses Taught in Languages Other than English **

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

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

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

### 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:				
Science:				

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

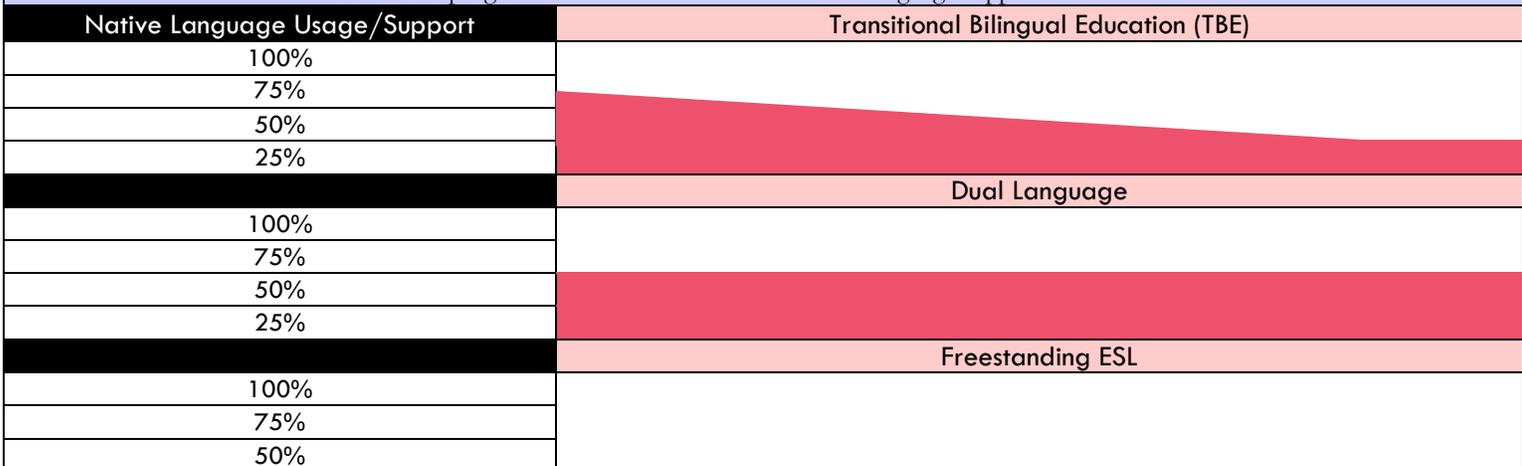
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



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.
9. Students are selected for targeted intervention from formative and summative assessments. Data is used to create student groups based on their instructional needs. ELLs who are performing below grade level are also targeted. We have in-classroom intervention by a support teacher through differentiated instruction, in small-group settings, individualized instruction, conferencing, Guided Reading, and math groups. In addition, our intensive After School Program targets long-term ELLs based on their performance on the NYSESLAT. This program services the ELLs in small groups (11 max. per/class) for 3 hours/three days a week and runs from November 2013 until April. Our focus is to get them to English-proficiency on the NYSESLAT test this year. We concentrate on building/enhancing Reading Comprehension and Writing skills, using Finish Line for ELLs, Reading, and Writing, as an ESL/Literacy program. We also started a Title III Saturday Academy in November 2013 for all ELLs. The program will run for 4 hours, every Saturday, for a period of 10 weeks. The focus will be on Reading and Writing. In math, social studies and science, we utilize the 37.5 extended time and extended day program. All intervention services are provided in English. Our overarching goal is to accelerate English proficiency within a three-year period, while also improving overall academic performance.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We are currently scaffolding The ReadyGen ELA Program and Go Math Program for the ELLs. They are being used in conjunction with a student data tracking program that allows us to consistently monitor and reformulate instruction based on individual student assessment scores. In order to monitor language development for our ELL population we consistently assess the performance levels for our ELLs to monitor progress in language.
11. What new programs or improvements will be considered for the upcoming school year?
- We have purchased three different programs to enhance literacy skills in all our students: Words Their Way; Time for Kids; and Exploring Writing for the whole school. To increase the effectiveness of our Transitional Bilingual program, our school has purchased new kits to enhance language and comprehension skills in content areas; we are looking into enhancing our leveled classroom libraries (Spanish), content libraries (Spanish), leveled Science sets (Spanish), as well as purchasing a Dual Language Math collection. These programs are all aligned with the Core Curriculum Standards.
12. What programs/services for ELLs will be discontinued and why?
- We do not plan to discontinue any of our programs/services for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We offer our ELLs equal access to all school programs, including extended day classes, art program, gardening, sports program, cookshop classes, and the student council. Also, ELLs are invited to an intensive After School Program that started in November 2013 services the ELLs in small groups (11 max. per/class) for 3 hours/three days a week and runs until April. We will also invite them to a Title III Saturday Academy which started in November 2013. The program will run for 4 hours, every Saturday, for a period of 10 weeks. The focus will be on quality instruction using ESL methodology and strategies to improve Reading and Writing. We will cover all content areas ensuring an alignment with the Common Core Standards.
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 main instructional material that is used to support ELLs is Rigby's, On Our Way to English, a resource that covers the four spectrums of language acquisition, Reading, Listening, Speaking and Writing. ESL methodology is used to make content comprehensible, including phonics instruction, sight vocabulary, as well as teaching content-specific vocabulary. We also use the Total Physical Response approach as well as modeling during instruction, to enhance comprehension. Visuals are also displayed on the classroom walls to foster language acquisition. To further reading goals, Guided Reading (leveled readers are used) is integrated into our program. For our Title III Saturday Academy we use the Readers for Writers, a Language Proficiency Intervention Kit. It is a non-fiction and Science-based classroom resource designed to teach students how to work with informational texts; students learn about features of informational texts and are taught how to write and respond to such texts.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In our Transitional Bilingual Special Education Program, all classes have teachers that speak English and Spanish. Native language support is delivered by the classroom teachers through classroom libraries in Spanish, translation when necessary, bilingual dictionaries and the appropriate use of Spanish for instruction in math, science and social studies. All correspondence is sent in both English and Spanish including letters, application and calendars. All content is also taught in the native language and additional support is provided in English on a 60/40% ratio. We do not have a Dual-Language program at the Sheridan Academy. For our Spanish speakers newcomers, our Spanish, bilingual ESL teachers use the native language as a support (as per the CR 154

regulations, 25% of the time). For the other newcomers who speak languages such as, Mandingo, French, Twi, Fulani, and Bengali, all instruction is delivered in English, using ESL strategies to ensure comprehension.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Sheridan Academy, believes and asserts that all supports, resources, and classroom materials must be authentic and developmentally appropriate for age and grade level. Therefore, all language services correspond to ELLs ages and gradelevels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
We do not have any activities in place to assist newly-enrolled ELL students before the beginning of the school year.
18. What language electives are offered to ELLs?  
We do not have any language elective offer to ELLs this school year.
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)?

We do not have dual language program.

### 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. ELL teachers and service providers participate of a series of professional development opportunities throughout the school year in and out of the school building (i.e. small group instruction, levelling libraries, testing modifications and data analysis).
  3. There is a team composed of the parent coordinator, the social worker, and the president of the parent association. This team offers a series of workshops. These workshops provide parents with information, tools and resources to make the transition from elementary to middle school successful.
  4. We provide professional development for all staff. The training includes identification of ELLs, teaching strategies to support ELLs and tips on how best to prepare ELLs for the NYSESLAT and all NYS exams. We use the NYSESLAT Sampler and the NYS Rubrics as tools to drive instruction. At these workshop trainings, attendance is taken and records are maintained as evidence of meeting the requirement.

## 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. Parental involvement is a top priority at the Sheridan Academy. We believe that the success of our students, their family and our community is based on a partnership to move our children forward to succeed in life. We therefore seek opportunities to involve parents in our school life. We have the School/Parent Compact program which is a contract between the school, the parents and the student. The goal of this program is to involve the parents and the students in our walk toward achieving high academic standards. The contract involves some responsibility from the parents, the school and the student. The parents have such responsibilities like, getting their children to bed early, making sure their homework is completed and handed in on time, reading to/with them for about 30 minutes a day, providing an environment conducive for studying and volunteering in their child's classroom. The child has such duties like, following directions from teachers and staff, doing homework every day, asking for assistance when needed and giving parents all notices and information received at school everyday. The school has such responsibilities like, providing parents with reasonable access to staff, communicating with parents through letters, having parents play an integral role in assisting child's learning through such activities as Read Aloud Night, providing workshops that support parents' knowledge of the curriculum and standards for all content areas. For our ELL parents in particular, we offer NYSESLAT test workshops to inform them on what they need to know, to help prepare their students for the test.

2. It's the beginning of a partnership between the Puerto Rican Family Institute and the Sheridan Academy for Young Leaders. The Puerto Rican Family Institute provides parenting workshops for fatherhood and couples. Fatherhood workshops focus on skilled-based parenting education, Effective coping, and anger management skills and more. The Couples workshop focuses on improving communication, dealing with stress and managing conflict, and dealing with Expectations Vs. Reality, just to name a few topics .The initiative of the program is to improve family relationships

3. We evaluate the needs of the parents through surveys. The questions are geared towards evaluating areas where the parents may need support: whether in the areas of personal growth, e.g. passing the GED; or with learning English; or understanding how to navigate the school system; or perhaps learning how they can assist their children with school work. Based on the parents' responses, we design and develop programs geared towards addressing their common needs.

4. Our parental involvement activities are planned around and reflect parent selections based on surveys.

## 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.

We have provided additional support to the self contained ESL classes by providing an additional ESL teacher to push in and pull out to provide small group instruction for ELL students.

## Part VI: LAP Assurances

School Name: ____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisette Febus	Principal		12/13/13
Raquel Pevey	Assistant Principal		12/13/13
Gilberto Brioso	Parent Coordinator		12/13/13
vivian Zapata	ESL Teacher		12/13/13
	Parent		1/1/01
Barbara Chery/ESL	Teacher/Subject Area		12/13/13
Nandy Persaud/ESL	Teacher/Subject Area		12/13/13
Stacey Moskowitz	Coach		12/13/13
	Coach		1/1/01

	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Jose Gonzalez	Other <u>Data Specialist</u>		12/13/13
	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: 09X457 School Name: Sheridan Academy For Young Leaders

Cluster: 6 Network: 608

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

### **Part A: Needs Assessment Findings**

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

During registration a Home Language Identification Survey is filled by all parents. The Sheridan Academy For Young Leaders written translation and oral interpretation plans are based on the data collected from the HLIS. (ATS report RHLA as of November 2013)

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.

Based on the ATS report RHLA as of November 2013, 278 of our school's population are Spanish speakers, 223 speak English, 8 speak Bengali, 43 speak Mandinka, 2 speak Afrikaans, 3 speak Bambara, 7 speak French, 3 speak Fulani, 5 speak Sondiinke, 4 speak Twi, 3 speak Wolof, and 39 speak other languages unknown. Thus, our major interpretation needs is for our Spanish speaking parents.

## Part B: Strategies and Activities

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

Letters and Notices sent home to parents are in English and Spanish. School Messenger automatic phone system is also used. At all school events and activities, translation services are provided for parents by staff members as well as by volunteers. Staff members that have parents who communicate through other languages use "The Translation & Interpretation Unit" which is posted in the main office.

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.

Parents and Guardians who require oral translations in Spanish, French and Mandika are provided with translation services by staff members and parent volunteers. When a translator is unavailable, "The Translation & Interpretation Unit" is contacted.

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>.

We will continue to use The Translation and Interpretation Unit, school staff, parent coordinator and volunteers to meet the requirements for our school's translation services.