



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	12X684
School Name:	WINGS ACADEMY HIGH SCHOOL
Principal:	TUWANNA WILLIAMS-GRAY

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Wings Academy High School School Number (DBN): 12X684
School Level: 9-12 Grades Served: 9-12, SE
School Address: 1122 E180th Street Bronx, New York 10460
Phone Number: 718.597.1751 Fax: 718.931.8366
School Contact Person: Merwin Pond Email Address: mpond@schools.nyc.gov
Principal: Tuwanna Williams-Gray
UFT Chapter Leader: John Monteforte
Parents' Association President: Nichole Singleton
School Leadership Team
Chairperson: Keisha Mickles-Myers
Student Representative(s): Ahmad Toussaint and Darius McCollough

District Information

District: 12 Superintendent: Elaine Lindsey
Superintendent's Office Address: One Fordham Plaza Bronx, New York 10458 Room 842A
Superintendent's Email Address: ELindse@schools.nyc.gov
Phone Number: 718.741.3157 Fax: 718.741.7098

Cluster and Network Information

Cluster Number: 06 Cluster Leader: Jose Ruiz
Network Number: 603 Network Leader: Lawrence Pendergast

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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)
Tuwanna Williams-Gray	*Principal or Designee	
John Monteforte	*UFT Chapter Leader or Designee	
Nichole Singleton	*PA/PTA President or Designated Co-President	
Ava Hunter	DC 37 Representative, if applicable	
Ahmad Toussaint and Darius McCollough	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Fay Housen	Member/ Teacher	
Shannette Richards	Member/ Teacher	
Marwilda Betancourt	Member/Teacher	
Kimberly Walters	Member/ Teacher	
Kisha Mickles-Myers	Member/ Paraprofessional/Chairperson	
Martha Ortiz	Member/Parent	
Rosa Jimenez	Member/ Parent	
Yasmil Martinez	Member/ Parent	
Annagine Lewis	Member/Parent	
Rania Matthew	Member/ Parent	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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.

School Information and Mission

Wings Academy is a small, student-centered high school. Our ultimate mission is to prepare students to meet the challenges of the 21st century by creating a safe and nurturing environment where all students can achieve their full potential. We recognize that education is the wind beneath our students' Wings, and the greatest tool of empowerment for our society. We are committed to the development of coherent instruction with viable curricula that are aligned with common core state standards (CCSS) and which will enable our students to become critical thinkers and effective problem solvers.

To achieve this mission, the school has dedicated educators and staff members whose work ethic and philosophy represent the core values of the school community: an unwavering commitment to rigor and high academic standards; experiential and varied instruction; working to improve the community; democratic values; inquiry-based learning, and effective lesson planning focusing on the CCLS and differentiation.

The key elements of our SCEP are the continued work from our previous SCEP, the use of the Danielson Framework for Teacher Effectiveness aligned to our CCLS curriculum to drive our professional development and provide actionable and meaningful feedback to our teachers to improve their instruction. The meaningful conversations held between administration and teachers clearly impact instruction and the expectations of teachers. Ultimately, we want to enhance improved attendance, credit accumulation, and graduation through engaging and rigorous curricula.

The theory of action at Wings High School is that students must be actively involved as individuals and in groups to grapple with real-world problems and how to express their thoughts and ideas while at the same time be prepared to challenge other people's thoughts and ideas. Central to this is that students must actively read and practice their writing to develop college and career skills. To develop our theory of action, our school has actively sought to implement the Common Core Learning Standards into our curricula and produce performance tasks and rubrics that allow students to demonstrate their understanding. Then as a school, we have focused on developing specific CCLS skills such as stating claims and determining appropriate evidence to support these claims.

Strengths, Accomplishments, and Challenges

One of your major accomplishments for last year was working with our students with disabilities and English Language Learners. In the 13-14 SCEP, we specifically selected the two most difficult target groups (students with disabilities and English language learners) in order to provide instruction that met the needs of all of our students. In addition, we selected the Regents examination (global and integrated algebra) with the lowest passing and weighted passing percentage so we could focus on building student skills to ensure their success on all high-stakes assessments. In addition, we worked hard to develop successful ICT collaborations is a long process that requires extensive professional development and feedback to the teacher teams.

Another of our accomplishments was to recruit parents to become actively involved in the school community. So we worked extremely hard with parents and families to provide need much more timely and targeted information/progress reports to assist their children they are missing several credits and other graduation requirements. We identified a transitional counselor to support the ISS department, which has become a positive addition to the ISS department. In addition, even though the reduction of self-contained classes with the ISS department has been successful we increased the ICT classes and support the ISS departments, so we are were better able to cater to the needs of all students. While we did make significant gains in providing more avenues of communication with our parents and communities, we still understand that we must continue in improving our parent involvement and engagement data. We still have more work to do in terms of enhancing the tone and climate of our school so that both students and their families will be more willing to become involved in parent and community activities, trainings, and meetings.

Our greatest challenge was working with teachers to understand the components of the Danielson Framework and how that translated into the work they did in their classrooms. Curriculum and instruction needs to be more engaging, rigorous, and address the needs of all students. In addition, we need to make certain that our students can demonstrate that students have an understanding of their learning and teachers are continuously checking their understanding to adjust their instruction as well as the curricula.

Greatest Growth SOP

Our School's greatest growth came in Tenet 6: Strong Family and Community Ties and specifically in SOP 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 in which our school was rated Highly Effective.* In order to ensure we could effectively improve student performance and outcomes we needed the full support of all the school's partners. Thus, we benefited from significant increase in our PAR

attendance and decrease in our ORRS reports. In addition, there was in an increase our parent/family engagement in which parents more frequently communicated with teachers in terms of their child's progress and performance.

Key Areas of Focus for this Year

This year our focus is to develop Rigorous Instruction so that curricula and instruction is coherent and rigorous and aligned to the CCLS (3.2) which includes more complex materials and stimulates higher order thinking (3.3), and that teacher's assess student understanding and capture data that informs instruction and improves student outcomes (3.5)

12X684 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	506
		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	5	# SETSS	5
		# Integrated Collaborative Teaching	23
Types and Number of Special Classes (2014-15)			
# Visual Arts	5	# Music	N/A
		# Drama	N/A
# Foreign Language	11	# Dance	2
		# CTE	N/A
School Composition (2013-14)			
% Title I Population	81.4%	% Attendance Rate	81.8%
% Free Lunch	81.3%	% Reduced Lunch	5.4%
% Limited English Proficient	3.0%	% Students with Disabilities	23.2%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.4%	% Black or African American	57.3%
% Hispanic or Latino	39.0%	% Asian or Native Hawaiian/Pacific Islander	1.1%
% White	1.1%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	0.89	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	1	# 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)	9.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	7.1
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	55.8%	Mathematics Performance at levels 3 & 4	52.2%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	56.5%	% of 2nd year students who earned 10+ credits	55.9%
% of 3rd year students who earned 10+ credits	70.1%	4 Year Graduation Rate	62.2%
6 Year Graduation Rate	63.3%		
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	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 Science (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		
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	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	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	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		

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School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	506	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	5	# SETSS	5	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	N/A	# Drama
# Foreign Language	11	# Dance	2	# CTE
School Composition (2013-14)				
% Title I Population	81.4%	% Attendance Rate		81.8%
% Free Lunch	81.3%	% Reduced Lunch		5.4%
% Limited English Proficient	3.0%	% Students with Disabilities		23.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		57.3%
% Hispanic or Latino	39.0%	% Asian or Native Hawaiian/Pacific Islander		1.1%
% White	1.1%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.89	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# 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)		9.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		7.1
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	55.8%	Mathematics Performance at levels 3 & 4		52.2%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	56.5%	% of 2nd year students who earned 10+ credits		55.9%
% of 3rd year students who earned 10+ credits	70.1%	4 Year Graduation Rate		62.2%
6 Year Graduation Rate	63.3%			
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		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 Science (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			
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	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	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		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

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Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		57.3%
% Hispanic or Latino	39.0%	% Asian or Native Hawaiian/Pacific Islander		1.1%
% White	1.1%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.89	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# 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)		9.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		7.1
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
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6 Year Graduation Rate	63.3%			
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		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 Science (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			
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	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	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		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

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.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

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

Strengths

- A culture of high expectations is beginning to emerge using the Danielson Framework for Teaching and systems are being developed to promote better feedback to students and families regarding student progress.
- School leaders support the development of teachers with actionable feedback and next steps using the Danielson Framework in order to improve pedagogical skills across the school.

Areas of Improvement

- Create units of study that are derived from the curriculum which incorporate tasks that lead to higher-order thinking skills in order to meet the needs of all students across content areas and improve college readiness. Use of the RESI report and scholarship report to determine growth.
- Strengthen teachers' pedagogical skills and practices in order to build a student centered environment across subjects that are aimed at increasing rigor and student engagement. Use RESI report and scholarship reports to determine growth.

Priority Need
(3.3) Develop CCLS aligned Curriculum Caps, Unit Plans, and Lessons that allow multiple points of entry for all students and support higher order thinking skills

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in

Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, teacher teams will work together to produce unit plans that are CCLS-aligned, utilize DOK level 3 activities and performance tasks, and engage students in higher order thinking and discussion that will result in 5% increase in first year students earning 10+ credits by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Assistant principals, instructional coach and PD team members will work with teacher teams to develop trust and help them improve the development of their unit plans, planning and preparation using DOK level 3 and 4 activities and performance tasks	Teachers	Sept - Ongoing	APs, Principal
Credit accumulation data will be tracked and analyzed within each department at the end of each marking period to determine any needs that surface and address them through targeted intervention with students.	Teachers	Sept - Ongoing	APs, Principal
Professional development opportunities on the Common Core Learning Standards and unit plan writing as well as sessions related to aligning curriculum to the CCLS will be offered to teachers and led by the Principal, Assistant Principal, Professional Development Team and network support team	Teachers	Sept - Ongoing	APs, Principal
Implement Principal’s Academy (PM School, Saturday School) and Achieve Now (over-age/under-credited) to increase credit accumulation and improve student learning.	Teachers	Sept - Ongoing	APs, Principal

Part 4 – Resources Needed

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

- No costs associated with this activity.
- No costs associated with this activity.
- No costs associated with this activity.
- Per session for teachers and per session for Assistant Principals for after school sessions for IEP work (5 teachers/2x a month; 2 administrators/2x a month)

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

<ul style="list-style-type: none"> Specify a timeframe for mid-point progress monitoring activities. 				
1. By February 2015, 5% of first-year freshmen will be on track with credit accumulation as per the January scholarship report.				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

6. 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.	D
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.	D

Part 1b. Needs/Areas for Improvement:

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

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

Strengths

- Monthly town hall meetings held with the students to discuss upcoming programs, student concerns and student progress.
- Parent handbook, school messenger, staff handbook, staff meetings and staff bulletin used to disseminate current information regularly. Monthly meetings held with school safety committee and deans; Principal Williams does outside dismissal with school safety.
- Staff uses *Skedula* to input student grades and data is observed and discussed with Principal in the data analysis meeting at the end of each marking period.
- Students participate in the PHIPPS program. It is used to target students with poor attendance, under credited and develop students socially and emotionally.
- Monthly meetings held with guidance and bi-weekly attendance teams to discuss student progress and social, emotional and attendance concerns.

Areas of Improvement

- Support staff with data interpretation
- Increase assessment of learning process across classrooms and expand the use of common assessments in content areas so that results are used to adjust curriculum, unit plans and lesson plans to meet the needs of all students.

Priority Need

(5.3) Develop and implement a system for socio-emotional development that is embraced by the entire school community and is reflected in our students learning community/experiences

Part 2 – Annual Goal

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

During the 2014-15 school year, the school leaders will develop and implement a plan to collect data related to student socio-emotional needs so as to reduce the level 4 and 5 incidents on ORRs by 15.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • School leadership and dean will attend professional development on PBIS and will develop and institute a school-wide PBIS system for monitoring and improving student behavior. 	Students	Sept-Ongoing	APs, Principal
<ul style="list-style-type: none"> • Developing a Wings Student Council, coordinated by COSA teacher in each grade, in order to provide student voice and active engagement in the behavioral improvement plan, build trust, and to generate buy-in from the student body. Continue with monthly town hall meetings. 	Students	October-Ongoing	APs, Principal
<ul style="list-style-type: none"> • Guidance team will analyze student performance and attendance data, as well as perform student and parent outreach. Bi-weekly meeting held with Attendance Team to analyze attendance performance. 	Students	October-Ongoing	APs, Principal
<ul style="list-style-type: none"> • Parent meeting held to inform parents of student progress for each marking period; parents and students have access to Skedula to view student progress on an ongoing basis. 	Parents	October-Ongoing	APs, Principal, parent Coordinators, PTA President

Part 4 – Resources Needed

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

- Per diem and coverage costs incurred for teachers attending professional development offsite: 12 teachers/ 24 days
- Parent Title I funds for parent meetings: 20 meetings/meeting expenditures

Part 5 – Budget and Resource Alignment

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

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

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.

1. By February 2015, level 4 and 5 incidents on ORRs will be reduced by 5%.

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:

9. 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.

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

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

Part 1b. Needs/Areas for Improvement:

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

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

Strengths

- School leaders support the development of teachers with actionable feedback and next steps using the Danielson Framework in order to improve pedagogical skills across the school.

Areas of improvement

- Strengthen teachers' pedagogical skills and practices in order to build a student-centered environment across all subjects that are aimed at increasing rigor and student engagement.
- Use of variety of data sources, interim measures and progress monitoring to inform lesson planning, develop explicit lesson plans and foster student self-evaluation and participation in their own learning process.

Priority Needs

(4.5) Teachers need to collect student data on a regular basis so they can monitor student understanding, progress, and their specific needs to ensure understanding. And with a focus on ELA and Math, this ensures the literacy and numeracy skills necessary for the other content areas is introduced and established as part of the school's culture.

Part 2 – Annual Goal

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

During the 2014-15 school year, ongoing professional development will be provided so teachers can use ongoing formative assessment tools to monitor and track student participation, understanding, and content specific skills which will result in 10% increase in 9th and 10th grade course pass rates in math and ELA from the previous year

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 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 			
Offer an evening program: Identify students who are overage and under credited (OAUC) and provide them the opportunity to take credit bearing courses so as to get them back on track to the path of graduation	Students	October-February	APs, Principal
Offer Saturday Regents prep intensive, a school-wide comprehensive Regents prep program that will provide students with tutoring and preparation needed to pass the Regents exams, and Saturday instruction for ELLs.	Students	November 2014 - June 2015	APs, Principal
Offer courses for spring PM school and develop small group instruction sections to help break the cycle of students' continuous placement in PM school to attain credit.	Students	November 2014 - June 2015	APs, Principal, Guidance
Progress towards graduation will be analyzed for all grades each marking period, with a focus on placing seniors in appropriate ELT opportunities based on need	Students	October-Ongoing	APs, Principal, Guidance
Professional development for teachers to build trust, common best practices, and collaboratively work together to address all of the student's needs	Teachers	October - Ongoing	APs, Principal

Part 4 – Resources Needed

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

12 weeks X 2 times per week	4 Teachers @ 6 hours per week for 12 weeks
12 weeks x 2 times per week	2 counselors @ 4 hours per week for 12 weeks
12 weeks x 2 times per week	1 supervisor @ 6 hours per week
9 Saturdays x 2 hours per teacher x 4 teachers	4 teachers for 18 hours
9 Saturdays x 2 hours x 1 counselor	18 hours
9 Saturdays x 2 hours x 1 supervisor	18 Hours
School Secretary (clerical Support)	100 hours
2 School Aides	

Per Session for Evening Program, Saturday Regents Prep, and PM 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	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

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Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By February 2015, 5% of 9th and 10th graders will have passed ELA and math for the fall semester of 2014.

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

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

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Section 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:

13. 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.

14. 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.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	D
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

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

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

Strengths

- A culture of high expectations is beginning to emerge using the Danielson Framework for Teaching, and systems are being developed to promote better feedback to students and families regarding student progress.
- School leaders support the development of teachers with actionable feedback and next steps using the Danielson Framework in order to improve pedagogical skills across the school.

Areas of Improvement

- Use of 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.

Priority Need

(2.3) Implement a data-based collection system by teachers that includes are members of the school community and improves teacher/school practices so that there is improvement in student outcomes and performance.

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.

During the 2014-15 school year, the school leader will implement a school-wide system to collect data on the school's critical area of SPED student achievement so that the result will be 10% increase in SPED students meeting and/or exceeding the goals of their IEPs

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
. Assistant principals will attend outside PD.	Assistant Principal	October - Ongoing	Principal
Department teacher team meetings will take place during and outside in order for teachers to establish trust, collaborate on strategies related to Domain 1 to improve planning and preparation based on feedback received during observation cycles.	Teachers	October-Ongoing	APs, Principal
Teachers will attend professional development opportunities that are individually targeted to their needs, based on collected Advance data; these PDs will take place both offsite and onsite; onsite PDs will be developed and delivered by administration and teacher leaders, as well as PDs led by the Network, Cluster, or Central	Teachers	October-Ongoing	APs, Principal

Part 4 – Resources Needed

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

Per diem and coverage costs incurred for teachers and APs attending professional development offsite

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

- By February 2015, 5% of 9th and 10th grade students with IEPs will be on track towards meeting their IEP goals.

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 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:

17. 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.

18. 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.	H
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.	H

Part 1b. Needs/Areas for Improvement:

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

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

Strengths

- The school continues to develop structures to promote student ownership, as well as a safe and nurturing environment via social-emotional learning in order to improve academic and personal achievement.
- The use of data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents.
- 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

Areas of Improvement

- Additional resources to provide data in a way to empower and encourage families to use and understand.

Priority Need

(6.3) Reciprocal communication between the school and the parents/families and students so are parties are aware of their status, progress, and opportunities for help/support for both academic and socio-emotional needs.

Part 2 – Annual Goal

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

During the 2014-15 school year, the school will utilize Skedula to share data with students and parents, promote dialogue, and provide resources to support student learning and success so that there will be a 25% increase in math and ELA scores from the baseline assessment to the final performance series assessment in April 2015

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Parent coordinator and PTA president will organize Parent Breakfasts, Fathers Breakfast, etc. to improve parent involvement and build community trust	Parents	November-Ongoing	APs, Principal, SLT
Awards ceremonies and student celebrations to encourage student success and parent engagement	Students	November-Ongoing	APs, Principal, COSA
Partnership with Allstate Insurance Company and BRAC for students and parents; provide paid opportunities and creative art for students.	Students and Parents	January-Ongoing	Principal

Part 4 – Resources Needed

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

Cost of light meals for parent events 10 event/year
Award certificates for students

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

- By February 2015, there will be a 10% increase in the ELA and math passing rate across grade levels as per the fall semester scholarship reports.

Part 6b. Complete in February 2015.

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

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Teacher Team meetings, student inquiry teams, guidance academic data	Tutoring, Homework Help, Test Prep, Targeted Assistance	Whole Group, Peer, Small Group, One-to-One	During the day, After-school, Saturday
Mathematics	Teacher Team meetings, student inquiry teams, guidance academic data	Tutoring, Homework Help, Test Prep, Targeted Assistance	Whole Group, Peer, Small Group, One-to-One	During the day, After-school, Saturday
Science	Teacher Team meetings, student inquiry teams, guidance academic data	Tutoring, Homework Help, Test Prep, Targeted Assistance	Whole Group, Peer, Small Group, One-to-One	During the day, After-school, Saturday
Social Studies	Teacher Team meetings, student inquiry teams, guidance academic data	Tutoring, Homework Help, Test Prep, Targeted Assistance	Whole Group, Peer, Small Group, One-to-One	During the day, After-school, Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referrals from counselor, social worker, teachers, and administration.	Counseling, Assessment of Needs, Parent & Family Meetings	One-on-One, Family Group, Individuals	Provided as needed

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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

2a. Highly Qualified Teachers (HQT)

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

Administrators attend job and teaching fairs for new and experienced teachers; we review resumes submitted on the DOE online Open Market system to find highly qualified teachers; Interview Team meets with the candidates to answer a series of questions and perform instructional tasks.

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).

We support our new and untenured teachers by providing them mentors and offering workshops that not only improve their pedagogy, but also satisfy the requirements for state licensing. We also have affiliations with local colleges and universities so that new teachers can earn required credits for certification. Veteran teachers are offered leadership opportunities and programs to support their continued growth within the school, and have a voice in school leadership through school-wide positions on the SLT team. All staff will participate in ongoing professional development activities both within and outside of the school building. Some of these professional development activities will be facilitated by our CFN coaches

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teacher teams with designated leaders review educational research to determine appropriate assessment measures for each content area as well as the Common Core Learning Standards. Rubrics from CCLS-rich sites such as Engage NY are adapted and utilized to meet the needs of our mostly ELL population. Formative assessment measures are reviewed, adapted, and tested in the classrooms, and teacher teams analyze the outcomes for their next steps. Professional development is an outgrowth of the teacher surveys; observations based on the *Danielson Framework for Teacher Effectiveness*, and identified student needs. Instruction and assessment go hand-in-hand, and we spend considerable time in our professional development to ensure that our assessments are measuring what we are teaching in the classrooms, content, skills, and process.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$410,469	X	9-23
Title I School Improvement 1003(a)	Federal	\$16,961	X	9-23
Title I Priority and Focus School Improvement Funds	Federal	\$99,355	X	9-23
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,621,852	X	9-23

¹**Explanation/Background:**

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

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

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

21. 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.
22. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

23. **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).
24. **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.
25. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
26. **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.
27. **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.
28. **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:

29. **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.
30. **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.
31. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
32. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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. **Wings Academy** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Wings Academy** will support parents and families of Title I students by:

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

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

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

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

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

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

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 12	Borough Bronx	School Number 684
School Name Wings Academy		

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

Principal Lorraine Gutierrez	Assistant Principal Merwin Pond
Coach type here	Coach type here
ESL Teacher Weign Huang	Guidance Counselor Lourdes Diaz
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	534	Total number of ELLs	15	ELLs as share of total student population (%)	2.81%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	
SIFE	3	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	6

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	4			5			6			15

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	4	0	0	5	0	0	6	0	0	15
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	4	3	1	13
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1	0		1
TOTAL	0	6	5	3	1	15								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	0	0	0	1
Intermediate(I)										3	2	1	0	6
Advanced (A)										2	4	2	0	8
Total	0	6	6	3	0	15								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					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									0
4									0
5									0
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									0
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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.
N/A
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data shows that students are proficient in the listening and speaking modalities across grade levels. It also reveals that no

student is proficient in the reading and writing modalities. The Regents data for ELLs show that language learner students need more assistance in passing the Regents. Last year an after school program was created to give extra academic support for ELLs and Transitional students to help them pass the Regents. The program resulted in an increase in the number of ELL graduates.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

The RNMR is not available as of November 15, 2013.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The Data shows that students are proficient in the listening and speaking modalities across grade levels. It also reveals that no student is proficient in the reading and writing modalities. Based on the data analysis more emphasis will be placed on reading and writing across grade levels. The Regents data for ELLs show that language learner students need more assistance in passing the Regents. Last year an after school program was created to give extra academic support for ELLs and Transitional students to help them pass the Regents. The program worked well because many ELLs were able to graduate. The data also shows that ELLs are not taking advance Regents classes that will permit them to graduate with an advance Regents Diploma.

Consequently, teachers are informed of the students' weaknesses and strength and they in turn designed differentiated instructions to accommodate the students' needs. On the other hand, the leadership of the school programs the students according to their language proficiency levels.

Overall, the program is evaluated based on the results of data analysis. This will indicate what improvements have been made and what provisions need to be implemented to enhance the progress of the Free Standing ESL Program.

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

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
: The administration reviews the CCLS aligned curricula to ensure that second language development is considered in instructional decisions. Teachers and support staff are provided a list of current and former ELLs so that teachers can meet weekly to discuss and plan targeted strategies to ensure each student's success.

7. For dual language programs, answer the following:

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

N/A

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

The ESL coordinator regularly joins the content area teacher teams to ensure that ELL students are maintaining and progressing with their basic interpersonal communication skills and cognitive academic language. Report cards and progress reports are closely monitored by the ESL coordinator to ensure that students are on task and acquiring enough credits for graduation. The ultimate goal for ESL students is graduation as well as proficiency in the English language as assessed by the NYSESLAT.

Part IV: ELL Identification Process

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

- 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](#).)

The ELL identification process is administered by the ELL team comprised of trained pedagogues to include the ELL Coordinator (A.P.), Guidance Counselor, two ESL teachers. All oral and written interactions with the parents are provided in English and the parent's preferred language of communications.

New admits: Parents complete the HLIS. If the parent/guardian indicates that the child uses a language other than English on the HLIS, an informal interview is conducted to further verify the student's home language. The child is then administered the Language Assessment Battery Revised (LAB-R) that tests the student's English proficiency level. Performance on this test determines the child's entitlement to English language development support services. Students who score below proficiency are eligible for ELL services. Students who score at or above proficiency are not ELLs and will enter the general education program. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language proficiency.

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.

At the New ELL Parent Orientation meeting, parents first view a video that describes the three programs that the NYCDOE offers (Transitional Bilingual Education-TBE, Dual Language-DL, Freestanding English as a Second Language – ESL). Following the video (presented in the parents' preferred language), parents are given an opportunity to ask questions so that they can make an informed program placement selection. Afterwards, parents complete the Parent Survey and Program Selection Form. The ESL Coordinator maintains a log of parents who select TBE. As per state regulations, when the list contains 20 students' names in the same grade requesting TBE in the same language, the school will create a bilingual program and notify the parents on the list of the availability of TBE. All communications and forms are provided in English and in the parents' preferred language.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The ELL Coordinator is responsible for the distribution of ELL entitlement and placement letters as well as collecting the parent survey and program selection from the parents at the orientation meeting. Copies of all such notification are maintained by the ESL coordinator and the ESL teacher in the ESL coordinator's office files. Should we be unable to retrieve a parent survey and program selection form, then TBE would be the default program selection for the student as per CR Part 154. Names of students whose parents select TBE are added to a waiting list. When the list contains 20 names or more, in any one grade, requesting TBE in the same language, the school will notify the parents and create a bilingual program that honors the parents' choice.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

All newly identified ELLs are placed within 10 days of enrollment. Placement is based on the students' LAB-R results and the parents' program selection forms. Notifications, in the form of Entitlement letters and placement letters, are mailed to the parents/guardian's home promptly. In addition, at the beginning of each school year, the Continuation of Entitlement letters are sent to parents of all current ELLs to advise them of the students' Spring NYSESLAT scores as well as their current program placement. All notifications and forms are provided in English and in the parents' preferred language. Copies are maintained by the ESL coordinator in the ESL office.

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.

1.) Check the RLER for eligible ELLs. 2.) Inform parents of the upcoming NYSESLAT exam, including the Parent Guide to the NYSESLAT in the parent's preferred language of communications. 3.) Create a master testing schedule indicating listening, speaking, reading, writing exam dates and periods. 4) Prior to the call all parents to remind them

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. **①**

After reviewing the parent Survey and Program Selection forms for the past few years, the trend in program choice is Free Standing ESL, which is aligned with our program. Our program offering is aligned to parent choice indicated on the BESIS data and the Program Selection forms.

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])?

ELL students are grouped by English proficiency level, which is Beginners, intermediate and advanced. All ELL instruction is delivered by certified ESL teachers.

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)?

ELL students' program decisions are based on the results of the NYSESLAT (New York State English Language Assessment Test). The beginner students receive 3 units of study (540 minutes), intermediate students receive 2 units of study (360 minutes) and the advanced students receive 1 unit of study (180 minutes). In addition, the ninth graders receive 480 minutes of ELA instruction. The tenth, eleventh and twelfth graders receive 240 minutes of ELA instructions.

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.

All ELLs have full access to CCLS aligned curricula. Students experience tasks that require critical thinking, argument writing, complex texts for reading, use of domain specific vocabulary and focused questioning and discussion skills. ESL teachers and content area teachers meet weekly to share appropriate ESL strategies that can be implemented in content delivery. Students in 9th grade receive about 250 minutes of writing skills to improve the English language. They have an additional math course, which supports the integrated math curriculum. They also receive an extra science class to support topics in living environment and biology. Students in 10th grade receive one hundred minutes of global studies to give the students the opportunity to comprehend the subject matter. In 11th and 12th grade students are scheduled for extra classes in algebra, biology, and global to help them pass the state exam and to prepare them for the college entrance examinations. All of the above support is given in the English language. The transitional students are given Regents Saturday Academy and are encouraged to attend the last period class of ESL. In addition, all after school programs are available to the ELL population. The ELL students attend Regents Saturday Academy to help them improve or pass their exams score. Research suggests that native language development accelerates literacy gains in both the native language and English. As such, we provide native language support in all content area classes. Students have access to bilingual glossaries, translation programs, translated texts (where available), and bilingual libraries.

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

We assess ELLs' progress in their native languages through the Spanish LAB, alternative language editions of the Regents, LOTE and content class assessments.

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

All ELLs are administered the NYSESLAT annually. During content area and ESL classes, teachers provide students with various assessment tasks which incorporate reading, writing, listening, and speaking. Students are required to read complex text with the appropriate scaffolds. Students are assessed on their questioning and discussion skills. In addition, students experience common core aligned activities that require them to write argument and informational essays according to school wide writing rubrics.

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).

a. Our approach to supporting SIFE students would be to provide additional support. Teachers across all content areas would use research based instructional strategies, technology, oral translations, audio/translated texts, In addition, students would be invited to attend one-on-one tutoring during their free periods during the school day to further strengthen their academic areas of need. We would increase our social and emotional support for these ELLs through our guidance department. The ESL and content area teachers would also increase their communications with the parent of the identified students.

b. Students who have been in the US schools for less than three years receive support in the native language through the translation of thematic units of study in the content areas, classroom buddies, classroom libraries and bilingual glossaries. Students are taught language functions as well as basic and Tier II vocabulary. They are provided print rich materials to support their content knowledge and oral language development. All students are offered tutorial service during and after the school day.

c. For ELLs receiving service 4 to 6 years, the focus is an explicit Tier II and Tier III vocabulary instruction, idiomatic expressions, intensive academic literacy skills building and developing reading and writing stamina. Teachers across content areas incorporate building foundational skills for reading and analyzing informational texts, as well as writing opinions and arguments in response, in their instruction.

d. Instruction for Long Term ELLs includes: expand on figurative languages study, build academic language skills, focus on reading and analyzing non fictional texts and writing opinions/arguments in response, and strengthen notetaking skills working with extended reading and listening passages. In addition to explicit vocabulary building and intensive academic literacy skills building, counselors and school support staff offer intensive social-emotional support to LTEs as well as increased outreach to their parents.

e. Former ELLs are entitled to testing accommodations for years 1 and 2 after testing proficient. Accommodations include: extended time, use of bilingual glossaries, small group settings, additional readings for the listening component of state tests.

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?

We address the specific needs of SWD-English Language Learners through content area instruction in the least restrictive environment, as per their IEPs. ELL- SWDs improve their writing skills through argument writing scaffolding techniques that support a fluency/clarity/correctness model of development. Guided by an ESL and literacy teacher, ELL students choose “just right books” to meet their diverse language needs.

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

Our content teacher teams and the ESL teachers collaborate weekly to incorporate ELL supports in content area instruction. Technology, graphic organizer, audio visual supports, translated texts and field trips are incorporated in the curriculum to enhance language acquisition. Our ELL programs are aligned with the core curriculum offered in our non-ELL instructional program; an ELL Instructional Support Specialist provides in-class support for ELL teachers; the NYC Department of Education ELL Teacher Academy will provide rigorous professional development to ELL teachers in order to drive best practices into ELL classrooms; and our school has adopted a coherent, system-wide language policy for our ELL programs that will promote differentiation of instruction. Furthermore, ELL teachers will use the strategies of Balanced Literacy to ensure comprehensive growth in this curricula area; and instructional materials are aligned with common core standards. All instructional programs are scientifically based.

Students identified at risk receive the following academic intervention services (AIS):

- Individualized instruction based on specific needs
- Small group instruction
- Extended day academics that focus primarily on literacy and mathematics

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:			
Math:			
Science:			

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

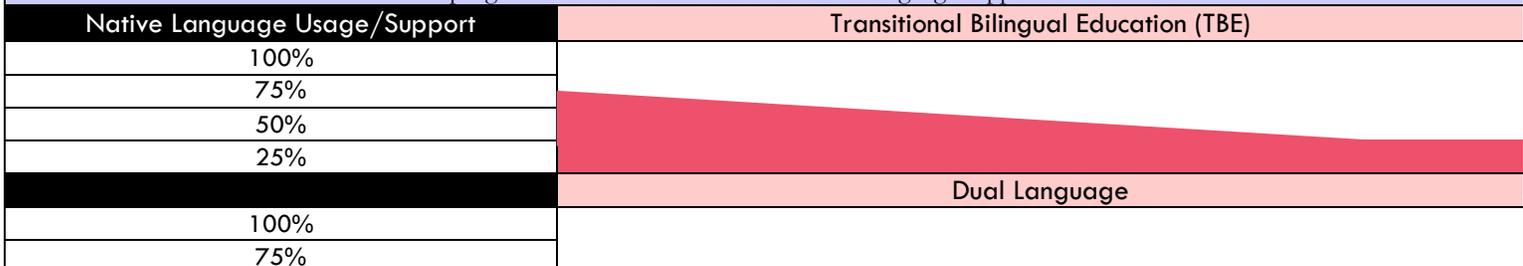
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our ELL program is effective to support ELLs with access to rigorous curricula. All staff members receive training on research based second language acquisition strategies as well as techniques to improve communication between home and school. In addition the Inquiry Team targets the needs and of ELL and to come up with a school wide strategy to implement based on their data driven analysis.
The ELL team is provided with assistance from the school counselors as the students make the transition for college or to the work force. The transitional counselor creates a file with transitional information for each student. ESL teachers do professional development with BETAC and the office of ELLs in addition to network support. Then they work with content area teachers to share the information learned. In the 2010 -2011 school year all Wings Academy staff received training on working with the ELL population.
11. What new programs or improvements will be considered for the upcoming school year?
We are continuing with the existing ELL program:
12. What programs/services for ELLs will be discontinued and why?
All programs will continue
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs. ELLs are encouraged to attend tutoring, enrichment, athletic and general school activities. Our ELLs participate in various extra curricular activities such as art, basketball, baseball, theater, and dance events. Notifications of all offerings are distributed to ELL parents and students in English and in the students' native language.
#15: MUST add: Native language support is provided in across all content area classes. Resources used include: bilingual glossaries, bilingual textbooks as available, translated texts, bilingual libraries, peer translators, bilingual audio/visual materials. Students are permitted to respond in their native language in classroom assignments as well as on state assessments.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Rosetta Stone, Translation programs, translated texts, grammar programs, bilingual glossaries, audio visual materials to amplify content.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Research indicates that strength in a native language transfers to increased success in second language acquisition. We provide bilingual glossaries, bilingual libraries, translations, translated texts, alternative language editions of the dysyr exams.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
ALL supports correspond to ELLs ages and grade levels. Our curricula is aligned to the CCLS which imbeds grade and age appropriate standards.
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.
Students are invited to the student orientation session in the summer. They are provided with a campus tour and are introduced to the teaching staff. Invitations, letters, correspondence and all school materials are sent home in the student's native language. Staff receives a list of the current ELLs. Monthly, the ELL coordinator reviews ELL student data to closely monitor their progress.
18. What language electives are offered to ELLs?
We offer Spanish and Mandarin
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

At Wings Academy, (40) minutes of professional development are built into the school program every first and third Monday of the month. Additionally, classroom teachers will receive site-based, in-class staff development throughout the course of the school year in the core curricula. The school staff will receive professional development on the Common Core State Standards created by the Council of Chief State School Officers and the National Governors Association Center for Best practices. These standards are aligned with college and work expectations, rigorous content and application of knowledge through high-order skills, build upon strengths and lessons of current state standards, informed by top-performing countries, so that all students are prepared to succeed in the global economy and society and evidence and/or research-based. ELL instructional specialists and the network provide ongoing professional development. Topics of instruction will include:

- Balanced literacy
- Balanced Mathematics
- Point of Entry Model (POEM)
- Differentiated Instruction
- The Principles of Learning
- ESL Methodologies and Strategies
- Using Data to Drive Instruction
- Formal and Informal Assessment
- Common Core State Standards

Staff will also be exposed to research in second language Learning, acquisition and techniques to improve communication between home and school. In addition an Inquiry Team has been formed to target the needs and of ELL and to come up with a school wide strategy to implement based on their data driven analysis.

The ELL staff are provided with assistance from the school counselors as the students make the transition for college or to the work force. The transitional counselor creates a file with transitional information for each student. ESL teachers do professional development with BETAC and the office of ELLs in addition to network support. Then they work with content area teachers to share the information learned. In the 2010 -2011 school year all Wings Academy staff received training on working with the ELL population.

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?

All parents are involved in Wings Academy events, organizations and committees. Parents are involved in the school leadership team. They have a strong school support in the Parent Teacher Association. At Parents Teachers Conferences they receive planners to help them schedule the various activities at Wings Academy. They have an opportunity to speak to all teachers, administration, school counselors, and support staff. Their concerns are heard and addressed in timely manner. Parents are invited to participate in Family Fun Day, Thanksgiving dinner, Cancer Walk, and honor's dinner. GPS and Beacon, which are community based organizations offer workshops and services to all parents. They have ESL, computer classes and other activities that enhance parents' skills.

E. Additional Information

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

Paste response to question here:

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:** _____

Cluster: _____ **Network:** _____

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

Part A: Needs Assessment Findings

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

ATS RHSP(Individual Student Profile) and RHLA (home language) reports provide us with the data about the primary language spoken by each parent as well as the parents' preferred language selection. We also utilize emergency("blue") cards and Home Language Identification Survey to collect pertinent home language information. The Pupil Personnel Department, Guidance Department, Language Access Coordinator and our ELL Coordinator ensure all parents receive written and oral communications in their preferred language of communication..

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.

Over all, the findings show that the parents are receiving all information in their preferred language. The findings also indicate that interpretation is needed during parent teachers' conferences and more staff needs to be available to provide oral interpretation. However, parents are bringing family members and friends to help interpret their concerns to the staff and vice versa. Nevertheless, according to Chancellor's Regulation A-663 interpretation services to the maximum extent practical within the budget appropriate for such services, during regular business hours. The findings were reported to the school community during staff development, SLTs, and at parent orientations.

Part B: Strategies and Activities

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

The school will provide translation services in accordance to Chancellor's Regulation A-663. All documentation or information that will be sent to parents is to be given to the designated staff for translation. Translation services will be provided by in-house staff and the Translation and Interpretation Unit, as needed..

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.

The school will provide oral interpretation services in accordance to Chancellor's Regulation A-663. The identified needs during parent-teacher conference for oral interpretation will be provided by extra staff pending budget allocations. Oral interpretation services will be provided by in-house staff and the Translation and Interpretation Unit, as needed..

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

The parent coordinator is the person responsible for providing each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. At the primary entrance there is a sign in each of the covered languages indicating the availability of interpretation and translation services. In conclusion, the safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.