



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

05M685

School Name:

BREAD & ROSES INTEGRATED ARTS HIGH SCHOOL

Principal:

RODNEY LOFTON

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Bread and Roses Integrated Arts H.S. School Number (DBN): 685
12
Grades Served: _____
School Address: 6 Edgecombe Avenue New York, NY 10030
Phone Number: 212 694-6001 Fax: 212 926-4317
School Contact Person: Rodney Lofton Email Address: rlofton@schools.nyc.gov
Principal: Rodney Lofton
UFT Chapter Leader: Tim Smith
Parents' Association President: Christinia Williams
SLT Chairperson: Tim Smith
Title I Parent Representative (or Parent Advisory Council Chairperson): Christina Williams
Student Representative(s): Nakia Watson
Trevon Chisolm

District Information

District: 05 Superintendent: Donald Conyers
335 Adams Street
Superintendent's Office Address: _____
Superintendent's Email Address: dconyer@schools.nyc.gov
Phone Number: 718-923-5124 Fax: 71877718-923-5145

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet M. Chu
333 7th Avenue NY, NY 10001
Director's Office Address: _____

Ychu@schools.nyc.gov

Director's Email Address:

917-705-5856

212 374-0876

Phone Number:

Fax:

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Rodney Lofton	*Principal or Designee	
Tim Smith	*UFT Chapter Leader or Designee	
Christina Williams	*PA/PTA President or Designated Co-President	
Elisa Medina	DC 37 Representative (staff), if applicable	
Christina Williams	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Nakia Watson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Trevon Chisolm	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Marlene Leo	CBO Representative, if applicable	
Rondi Sewelson	Member/ Teacher	
Sonia Mikell	Member/Teacher	
Cynthia Griffin	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kaba Aissatou	Member/ Parent	
Chandela Armstrong	Member/ Parent	
Shatay Lewis	Member/ Parent	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Vision Statement

Bread and Roses Integrated Arts High School is a place that fosters critical thinking, confidence and character, developing a community of respectable and self-reliant citizens.

Mission Statement

Bread and Roses Integrated Arts High School strives to be a community of learners where all students are respected. We promote confidence, character, critical thinking and self-reliant individuals. This is achieved through an environment that emphasizes the social, emotional, and academic development of the child.

Bread and Roses Integrated Arts High School is a high school with 38 students in the 12th grade. The school population comprises 68% Black, 32% Hispanic, 0% White, and 0% Asian students. The student body includes 18% English language learners and 37% special education (7) students. Boys account for 79% of the students enrolled and girls account for 21%. The average attendance rate for the school year 2014-2015 was 76%.

Our instructional philosophy is based on the creation of an educational environment where students receive high quality and academically rigorous instruction from highly effective teachers who use data to guide and assess their work. Our number one goal is high student achievement. Our theory of action and guiding principal is based on the work of Mike Schmoker in his book, *Focus: Elevating the Essentials to Radically Improve Student Learning* (2011) and our inquiry process. Our work will center on four (4) primary areas:

Quality curriculum aligned to common core standards and state assessments, articulating what students know and are able to do by the end of each course, unit and lesson. Throughout the year, this curriculum is revised and monitored.

Instructional framework consistent with best practices and guided by youth development principles. Teachers develop lessons tied to a school-wide instructional vision and curriculum stance using a central concept or "big idea" that students may encounter in various content areas. This instructional framework include differentiated instruction where teachers proactively plan varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned.

Literacy skills (reading, writing and speaking) are integrated across the curriculum. Teachers will a number of strategies when incorporating literacy into instruction (close reading, annotation, discussion of the text, writing about the text).

Data is continually examined to meet the needs of all students improve instruction and drive organizational effectiveness. We implement a system to gather, analyze and use data to improve teaching and learning school-wide. Central to the success of this system is focused on building the capacity of the team to apply appropriate data to differentiate instruction through an inquiry process. Our school uses an assessment model that determines what knowledge a student already brings to a new unit or lesson, so that instruction can be appropriately matched to challenge each student. Learners are supported through a variety of instructional activities that approach the essential standards and skills in ways that allow for student choice and interest. Students take teacher, district, and publishers based assessments of learning to determine whether they have mastered what has been taught and are on track for

their learning. Those who need additional instruction are given remediation and additional opportunities for success. In many cases this additional instructional time will be available during the regular school day.

Bread and Roses Integrated Arts High School has gone through several transitions. The school had four (4) different leaders from 2007-2011. The school is currently in the last year of a phase-out process with grade 12 remaining.

In order to optimize the learning opportunities for our students, we must be consistent in our instructional practice, expectations and guiding principles. We are committed to achievement for all students, creating a culture of collaboration, and focusing on results in our academic efforts. Therefore, it is imperative that we develop a clearly defined set of expectations and standards that we all support and follow. Failure to follow these guidelines, or non negotiable, will result in a lack of cohesion in our instructional practice and in student learning throughout the school.

Aspects of our school's model that are non-negotiable are:

- Focus on reading, writing and discussion;
- Plan lessons for every period and class;
- Teach writing and use a school wide rubric for grading in all subject areas;
- Attend Professional Learning Community (PLC) meetings on a weekly basis;
- Supervise students under Advisory Program;
- Expose students to the Arts;
- Utilize curriculum maps based on the NY State Content Standards, common core standards and the NYS Regents Examinations;
- Participate in instructional learning rounds;
- Develop and implement a system of common formative and summative assessments based on the NY State Content Standards and common core standards and the NYS Regents Examinations;
- Use data to monitor student progress and to inform instructional practices;
- Differentiate instruction to meet the needs of all learners;
- Model positive behaviors and attitudes to promote student learning; and
- Will collectively be responsible for the learning of all students in our school

Additional Supports

Our school design provides opportunities for our students to develop social skills and leadership skills through the following areas:

Student government. As members, the students learn how to plan, organize and implement programs and activities. They are instrumental in organizing student events, such as Homecoming Week to promote a greater sense of community in the school.

Student Cohort Meetings. Each month students will meet in their grade level cohort to discuss important information and issues pertaining to Bread and Roses and their academic success.

Advisory. A program design to assist students with their high school experience through a variety of activities. Each BRIA staff member is assigned to approximately 10-12 students. These Advisory sessions occur once a week and last approximately 45 minutes. Advisory is highly connected to lowering dropout rates, raising four-year graduation rates, and improving the trajectory for students to continue academic pursuits and post-secondary training after high school. When we link the academic and social/personal dimensions of schooling together, school achievement scores rise and student potential flourishes.

The total number of special population students served by the school is 11. The specific needs of the students are being met by utilizing the Universal Design for Learning principles that provide the underlying framework:

- Provide Multiple Means of Representation (the “what” of learning). Learners differ in the ways that they perceive and comprehend information that is presented to them.
- Provide Multiple Means of Engagement (the “why” of learning). Affect represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn.

The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Progress

Collaborative Teachers

Teacher teams are engaged in a process of analyzing student data with a goal of improved teacher practice and student progress. Teachers have opportunities to contribute in a distributive leadership structure. As a result of a collaborative team structure and teacher reflection on shared practice, the school is building teacher practice in supporting student progress towards graduation.

- Teachers meet weekly in a whole faculty setting, guided by Columbia University social workers and Response to Intervention guidelines and protocols to address identified student need and to develop intervention strategies across content areas.
- Teams include Measures of Student Learning, Assessment, Parent Engagement, Professional Learning, and Grade Level Teams. These teams meet weekly and work collaboratively to increase student achievement and teacher growth. Teachers participating in a cross-curricular team meeting shared that they are beginning to be included in key school level decisions.
- The principal has created structures and systems that support ongoing, teacher inquiry-based collaboration in core content teams. Inquiry teams review student work products, specifically relating to the instructional shifts. Teachers analyze student work for use of textual evidence, use of academic vocabulary, and address the staircase of complexity shift by using Depth of Knowledge resources and the rigor relevance framework.

Areas of Focus

Rigorous Instruction

Pedagogy

Across classrooms, teaching practices are becoming aligned to the curricula and to the school’s goals for instructional improvement. Student work products and classroom discussions inconsistently demonstrate high levels of student thinking and rigor.

As a result of inconsistent alignment of teacher practice to the instructional shifts and curricula, engagement and outcomes for all students, including English language learners and students with disabilities are hindered.

- Across classrooms, although teachers used a common planning template, teacher practice did not incorporate the instructional shifts. In math classes the use of modeling was inconsistent as students worked to solve a progression of problems. In English classes there were limited opportunities for students to grapple with rich informational text.
- Although the school has an instructional focus around questioning and discussion, student engagement and use of assessments, across classrooms, class discussions did not fully engage all learners, including English language learners and students with disabilities. In 11th grade science, students were passive consumers of the lesson and work products did not consistently demonstrate mastery of learning objectives.

- Across classrooms, teaching strategies inconsistently provided modification or entry points for English language learners and students with disabilities. In math and social studies classes, students with limited English proficiency and students with special needs were not engaged during instruction. They shared that they were grouped by choice or by behavior.

Curriculum

School leaders and faculty are in the process of aligning curricula to Common Core Learning Standards. Teachers are beginning to plan to provide access to a diversity of learners.

Although the school has developed a common lesson-planning template, there is inconsistent planning for multiple entry points and scaffolds, hindering the cognitive engagement for all learners, including English language learners and students with disabilities.

- In the science, math, English language arts (ELA), Business math and English as a Second Language teacher are beginning the process aligning curriculum with Common Core Learning Standards. However, lesson plans reviewed provided inconsistent alignment with college and career readiness standards.
- The principal expects lesson plans include multiple entry points and scaffolds to ensure all learners have access to curricula and higher-order skills. However, plans reviewed did not always include effective supports to cognitively engage all learners.
- The instructional team has developed school-wide unit and lesson plan templates to build coherence across content areas. Unit and lesson plans emphasize high level skills aligned with Common Core Learning Standards, and the school's expectations for college and career readiness. For example, a Science and Technology lesson plan expected students to describe the manipulation of genes to create new cells, organ systems or organisms. However, lesson planning across all classrooms did not always ensure that all learners have opportunities to fully engage in high-level thinking, as evidenced by the number of English language learners and students with disabilities in mainstream classes who were observed struggling to fully engage with the language and/or content in the planned tasks and activities.

Assessment

Across classrooms, teachers' assessment practices inconsistently reflect the use of ongoing checks for understanding and student self-assessment. Teachers use or create assessments, rubrics and policies at the teacher team and classroom levels, that are loosely aligned to the school's curricula.

As a result of inconsistent assessment practices, systems and structures, teachers are unable to make effective adjustments to meet the learning needs of all students, and students are unaware of their next steps toward mastery of learning standards.

- The instructional team is in the process of developing course and task specific rubrics aligned to the school's curricula, Common Core Learning Standards, and the expectations of New York State Regents exams. However, across classrooms, teacher's use of formative assessments and checks for understanding during lessons was inconsistent. There was little evidence that all students understood the learning objective or how they were being assessed.
- The school-wide grading policy provides limited feedback. For example, across classrooms teachers were not observed noting or recording student participation to assist their progress and determine their grade.

- Teachers are providing limited feedback to students regarding achievement. In a meeting with students, their understanding of grading policy or how to improve work products was inconsistent. In classrooms and hallways, written feedback on work products was limited.

Strong Family Ties

School leaders communicate high expectations to the entire staff regarding professionalism. Teacher teams and staff are beginning to establish a culture for learning that communicates high expectations and supports to meet those expectations for all students.

As the process for teacher collaboration is emerging, teachers are not always accountable to their next steps. As a result of inconsistent communication regarding expectations, students are not universally prepared to advance to the next level and meet the expectations for college and career readiness.

The school's administration communicates high expectations for students and staff through verbal and written means. A staff and student handbook is published and distributed along with the school's website which provides updated information for parents, students and faculty.

- The professional development team is beginning to work collaboratively to conduct whole-faculty presentations on effective instructional practice, lesson study, collegial inter-visitation, and Response to Intervention/Inquiry skills.
- The school has scheduled ongoing events to partner with and engage families in their child's progress towards college and career readiness through parent workshops, parent/teacher conferences, parent engagement, and a student handbook to deepen their understanding of college and career readiness expectations.
- While the school created a series of parent workshops for juniors and seniors, college preparation or the application process was not offered.

05M685 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	106	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	6	# SETSS	3	# Integrated Collaborative Teaching	2
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	2
# Foreign Language	2	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	79.5%	% Attendance Rate			71.9%
% Free Lunch	81.8%	% Reduced Lunch			2.2%
% Limited English Proficient	20.1%	% Students with Disabilities			30.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			53.3%
% Hispanic or Latino	45.6%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	0.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.77	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			11.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			15.14
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	41.1%	Mathematics Performance at levels 3 & 4			25.9%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			37.5%
% of 3rd year students who earned 10+ credits	40.2%	4 Year Graduation Rate			27.7%
6 Year Graduation Rate	53.8%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			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	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	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			NO
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 – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Strengths</p> <ul style="list-style-type: none"> The school leader has supported an incremental plan to create some curricula reflective of the CCLS and the instructional shifts, but this effort has not met the needs of all students. The instructional team has developed school-wide unit and lesson plan templates to build coherence across content areas. Unit and lesson plans emphasize high level skills aligned with Common Core Learning Standards, and the school’s expectations for college and career readiness. 		
<p>Needs</p> <ul style="list-style-type: none"> Across classrooms, teaching strategies inconsistently provided modification or entry points for English language learners and students with disabilities. Align assessment to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decision at the team and classroom levels 		
<p>Data</p>		

- Quality Review indicators for pedagogy (1.2), curriculum (1.1) and assessment (2.2) were developing.
- Observations using Danielson’s Framework for Teaching had an average rating of developing in the instruction domain 3 (using questioning and discussion techniques, engaging students in learning and use of assessments in instruction) for all teachers.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will implement a comprehensive system using formative assessments strategies (observation tracking, students reflection, success tickets, and self assessments (rubrics) as evidenced by adjusted and revised lesson plans utilizing "planning aligned formative assessments" template submitted bi-weekly.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Using assessment in instruction professional development will be incorporated in the professional learning cycle programs.</p>	<p>Administrators and teachers</p>	<p>11/15-5/16</p>	<p>Principal and Assistant Principal</p>
<p>Lesson plans will be reviewed bi-weekly to support the incorporation of instructional strategies for all learners, including ELLs, SWD and other high-need students using strategies such as 3,2,1, individual/ small group student conferencing, KWL and quick write.</p>	<p>Administrators and teachers</p>	<p>10/15-5/16</p>	<p>Principal and Assistant Principal</p>
<p>School wide assessment tracker, rubrics, and success tickets will be utilized to analyze student work, assess data and discover trends, using this information to develop,</p>	<p>Administrators and teachers</p>	<p>10/15-5/16</p>	<p>Principal and Assistant Principal</p>

implement, and adjust curricula, instruction and/or assessment. Monitor these efforts and provide targeted support and professional development for staff, as appropriate.			
Informal and formal classroom observations utilizing Danielson’s Framework for Teaching and inter-visitations	Teachers	10/15-5/16	Principal, Assistant Principal and Teacher

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The resources needed to implement this action plan will include professional development on assessment in instruction, lesson planning template and review, inquiry protocol and common planning time scheduled.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 50% of teacher ratings in sub component Using Assessment in Instruction will be rated effective. Additionally, as a result of inquiry success tickets will demonstrate students have been given rigorous, relevant, and reflective task.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Strengths</p> <ul style="list-style-type: none"> The school’s administration communicates high expectations for students and staff through verbal and written means. A staff and student handbook is published and distributed along with the school’s website which provides updated information for parents, students and faculty. The professional development team is beginning to work collaboratively to conduct whole-faculty presentations on effective instructional practice, lesson study, collegial inter-visitation, and Response to Intervention/Inquiry skills. The school has scheduled ongoing events to partner with and engage families in their child’s progress towards college and career readiness through parent workshops, parent/teacher conferences, parent engagement, and a student handbook to deepen their understanding of college and career readiness expectations. 		
<p>Needs</p> <ul style="list-style-type: none"> As the process for teacher collaboration is emerging, teachers are not always accountable to their next steps. As a result of inconsistent communication regarding expectations, students are not universally prepared to advance to the next level and meet the expectations for college and career readiness. 		

Data

- A Quality Review indicator for high expectations (3.4) was developing.
- Observations using Danielson’s Framework for Teaching had an average rating effective for all teachers in the Classroom Environment domain 2 (Creating an Environment of Respect and Rapport and Managing Student Behavior) for all teachers.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, a Response to Intervention (RTI) and Advisory system will continue to provide social and emotional developmental health supports for students through the College Board and Success Highways curriculum outlining expectations for career and college readiness as evidenced by 20% decrease in behavioral referrals, 20% decrease in suspensions, and a 10% increase in student survey for support.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and expanding their understanding of a supportive environment in order to support their children at home. 	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? (include school, educational consultants and/or CBO staff)
The principal will meet with the assistant principal to ensure that the assistant principal communicates the identical message while holding staff accountable to the expectations.	Assistant Principal	9/15-5/16	Principal
The principal will meet with key personnel (assistant principal, guidance counselor and teachers) to monitor the progress of each student’s graduation plan or transition plan.	Assistant Principal, Support Team, Teachers	9/15-5/16	Principal
Informal and formal classroom observations utilizing Danielson’s Framework for Teaching.	Teachers	9/15-5/16	Principal, Assistant Principal
Teacher will utilize a research-based instructional curriculum, Success Highways that was developed to	Students	9/15-5/16	Assistant Principal, Support Team, Teachers, CBO

increase and sustain all students' resiliency and prepare students to meet the expectations for college and career.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The resources needed to implement this action plan will include per session for teachers, secretary and supervisors. Moreover, professional publications and copy paper will be purchased.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, a review of the Response to Intervention (RTI) and Advisory system transparent system will be conducted by reviewing ORRS records, teacher referrals, inquiry meeting notes and RTI meeting notes as evidenced by 20% decrease in behavioral referrals, 20% decrease in suspensions, and a 10% increase in student survey for support.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<p>Strengths</p> <ul style="list-style-type: none"> Teachers meet weekly in a whole faculty setting, guided by Columbia University social workers and Response to Intervention guidelines and protocols to address identified student need and to develop intervention strategies across content areas. Teams include Measures of Student Learning, Assessment, Parent Engagement, Professional Learning, and Grade Level Teams. These teams meet weekly and work collaboratively to increase student achievement and teacher growth. Teachers participating in a cross-curricular team meeting shared that they are beginning to be included in key school level decisions. The principal has created structures and systems that support ongoing, teacher inquiry-based collaboration in core content teams. Inquiry teams review student work products, specifically relating to the instructional shifts. Teachers analyze student work for use of textual evidence, use of academic vocabulary, and address the staircase of complexity shift by using Depth of Knowledge resources and the rigor relevance framework. 		
<p>Needs</p> <ul style="list-style-type: none"> The instructional team is in the process of developing course and task specific rubrics aligned to the school’s curricula, Common Core Learning Standards, and the expectations of New York State Regents exams. However, across classrooms, teacher’s use of formative assessments and checks for understanding during lessons was inconsistent. There was little evidence that all students understood the learning objective or how they were being assessed. 		

- The school-wide grading policy provides limited feedback. For example, across classrooms teachers were not observed noting or recording student participation to assist their progress and determine their grade.
- Teachers are providing limited feedback to students regarding achievement. In a meeting with students, their understanding of grading policy or how to improve work products was inconsistent. In classrooms and hallways, written feedback on work products was limited.

Data

- Quality Review indicators for Assessment (2.2) and Teacher Teams and Leadership Development (4.2) was rated developing.
- Observations using Danielson’s Framework for Teaching had an average rating, developing for all teachers in Using Assessment in Instruction (3d).
- Observations using Danielson’s Framework for Teaching had an average rating, effective for all teachers in Growing and Developing Professionally (4e).

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will use Danielson's instructional components and Universal Design for Learning, organized around the NYC scope and sequence, and lesson plan review as evidenced by 50% increase of effective ratings in sub component Growing and Developing Professionally and participation in professional development.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Provide targeted professional learning and accountability practices related to Danielson’s Framework with a focus on Growing and Developing Professionally.</p>	<p>Teachers</p>	<p>9/15-5/16</p>	<p>Administrators and teachers</p>

Frequent and targeted inter-visitations by teachers to support the increased use of instructional strategies and practices.	Teachers	9/15-5/16	Administrators and teachers
Collaboration using an inquiry approach that promotes shared leadership.	Teachers	9/15-5/16	Administrators and teachers
Weekly lesson plan review with targeted specific feedback.	Teachers	10/15-5/16	Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The resources needed to implement this action plan will include per session for teachers, secretary and supervisors. Moreover, professional publications and copy paper will be purchased.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, school administrators will review minimally 20 lesson plans per teacher and there will be 100% participation in professional learning.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Strengths</p> <p>There is a short list of school level goals that are tracked for progress but do not drive efforts to accelerate student learning. School leaders involve and communicate with the school community, including teachers, families and age appropriate students, in a limited way regarding school improvement plans and decision making processes.</p>		
<p>Needs</p> <p>Feedback to teachers captures strengths, challenges and next steps but is not yet fully connected to the Danielson Framework. Observation reports and component ratings collected for teachers observed during QR, do not match current practice.</p>		
<p>Data</p> <p>The Quality Review indicator for Goals and Action plans (3.1) was proficient and Teacher Feedback was developing.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the principal will develop a tracking system that aligns the recommendations from targeted and frequent observation to teacher practices based on student data and feedback as measured and evidenced by the monitoring of teacher individual development plan and scholarship reports.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>The school leadership team will review the Teacher Improvement Plans (TIP) on a quarterly basis.</p>	<p>Administrators and teachers</p>	<p>9/15-5/16</p>	<p>Administrators and teachers</p>
<p>The school leadership team will review the ADVANCE observation system on a quarterly basis to analyze teacher progress.</p>	<p>Administrators and teachers</p>	<p>9/15-5/16</p>	<p>Administrators and teachers</p>
<p>The school leadership will use a data-driven approach to school improvement, monitoring the implementation to maximize the school’s ability to make measurable progress toward increasing student achievement using scholarship reports, mid marketing period reports and Individual Student Support Reports.</p>	<p>Administrators and teachers</p>	<p>9/15-5/16</p>	<p>Administrators and teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The resources needed to implement this action plan will include per session for teachers, secretary, student support team and supervisors. Moreover, professional publications and copy paper will be purchased.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, lesson plan review will be conducted with targeted feedback on teacher practice using a recommended lesson plan template as evidenced teacher lesson plans with 20% lesson actionable recommendations.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Strengths</p> <ul style="list-style-type: none"> The school’s administration communicates high expectations for students and staff through verbal and written means. A staff and student handbook is published and distributed along with the school’s website which provides updated information for parents, students and faculty. The school utilizes multiple methods to reach out to parents and families in the most prevalent languages of Spanish and English. 		
<p>Needs</p> <ul style="list-style-type: none"> While the school is providing some opportunities for communication to increase staff and families’ understanding about student needs, the school needs a formal plan to ensure reciprocal communication with all families. An area of need is the lack of a system that informs the efforts our school community and our families maintain communication. 		
<p>Data</p> <ul style="list-style-type: none"> Our 2014-2015 school survey indicated that more than half of the school community feels that the school communicates adequately. 		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school community will establish and implement a comprehensive plan to fully build strong family-community ties and build trust of all students and families, and enact strategies to ensure that high expectations positive secondary readiness are clearly known by all as evidenced by a 5% increase in parent satisfaction on the School Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Weekly/Bi-weekly emails will be sent our with relevant school information.</p>	<p>Parent, Teachers</p>	<p>9/15-5/16</p>	<p>Administrators, Teachers</p>
<p>Create a strategy to monitor the effectiveness of outreach strategies and make necessary adjustments using best practices. A detailed phone log and obtaining email access for all parents and staff during the allocated time once a week. The strategy will improve communication between all members of the school community.</p>	<p>Parent, Teachers, Support Staff</p>	<p>9/15-5/16</p>	<p>Administrators, Teachers</p>
<p>Provide parents more support through scheduled workshops to enable them access and understanding across all areas (academic and social and emotional developmental health) so that they can take action to support their children’s needs. The result of the workshop will provide more student support at home.</p>	<p>Parent, Teachers</p>	<p>9/15-5/16</p>	<p>Administrators, Teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The resources needed to implement this action plan will include per session for teachers, student support team, secretary and supervisors. Moreover, professional publications and copy paper will be purchased.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, the school community will review all the outreach efforts and revise the plan as needed assessing the communication needs of all students and families. The school will enact strategies to ensure that high expectations and post-secondary readiness are clearly known by all as evidenced by a School Survey with 75% positive results.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
By June 2016, the school community will engage in an Expanded Learning Time program that will focus on broadening student opportunities by offering small group instruction in mathematics, English, and social studies to support their success on NYS Regents Examinations and credit recovery courses to support their credit accumulation as measured and evidenced by a 5% increase in student credit accumulation and Regents pass rate.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
The program will be offered to all students and actively encourage their participation by offering incentives (movie tickets, plays, breakfast, etc.) and outreach to the students, teachers and parents.				

Part 3 – ELT Program Description

The ELT program will be offered to all students eligible for Academic Intervention Services (AIS), with the goal of serving a minimum of fifty percent of AIS-eligible students.
Describe how the school will meet the following SED requirements for an ELT program in a Priority School: <ul style="list-style-type: none"> • Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging. • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. • Engage in outreach activities made to families.
The school will meet the following SED requirements for an ELT program in a Priority School: Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.

In addition to receiving support for Regents students will develop essential writing skills for college and career readiness.

Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation. Student will explore content through multiple entry levels using distance learning, video, audio and power point presentations.

Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. Students' unique needs will be addressed through the use of a resiliency assessment, IEP and individual learning plans.

Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. Students' academic, social, and emotional outcomes will be address through the support of advisees and the school support team. Moreover, students will be afforded the opportunity to participate incentive activities such as plays and movies.

Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. Teachers will be licensed in the subject area they teach and/or tutor.

Engage in outreach activities made to families. The school staff will make continuous outreach to parents.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

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

1. The ELT program will include subject teachers and supervised by an assistant principal.
2. N/A
3. The program will be evaluated by Regents results for January 2016 and June 2016, credit accumulation, and a student evaluation document.

Part 4b. Timeline for implementation and completion, including start and end dates.

The timeline for implementation and completion: 11/15-6/16

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program. The resources will be funds for per session and credit recovery software.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

	21st Century		Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		C4E
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	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, the school community will have reviewed and revised the Expanded Learning Time program, utilizing data (attendance, January Regent Examination and credit accumulation) that will be bi-weekly.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: 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)	Criteria for determining AIS for academic services is based on a universal screening protocol looking at existing data and history (credit accumulation, Regents pass rate, and attendance) and present data (credit accumulation, report card data, attendance, lateness, Regents scores.	Differentiated instructional methods, progress monitoring, computer-based support, modified student performance products; reinforce writing strategies and skills in all content area.	Small group, one-to-one	During the school day, extended learning program and Saturdays
Mathematics	Criteria for determining AIS for academic services is based on a universal screening protocol looking at existing data and history (credit accumulation, Regents pass rate, and attendance) and present data (credit accumulation, report card data, attendance, lateness, Regents scores.	Differentiated instructional methods, progress monitoring, computer-based support, modified student performance products; reinforce writing strategies and skills in content area.	Small group, one-to-one	During the school day, extended learning program and Saturdays
Science	Criteria for determining AIS for academic services is based on a universal screening protocol looking at existing data and history (credit accumulation,	Differentiated instructional methods, progress monitoring, computer-based support, modified student performance products; reinforce	Small group, one-to-one	During the school day, extended learning program and Saturdays

	Regents pass rate, and attendance) and present data (credit accumulation, report card data, attendance, lateness, Regents scores	writing strategies and skills in all content areas.		
Social Studies	Criteria for determining AIS for academic services is based on a universal screening protocol looking at existing data and history (credit accumulation, Regents pass rate, and attendance) and present data (credit accumulation, report card data, attendance, lateness, Regents scores.	Differentiated instructional methods, progress monitoring, computer-based support, modified student performance products; reinforce writing strategies, document based questions and skills in all content area.	Small group, one-to-one	During the school day, extended learning program and Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Criteria for determining AIS for academic services is based on a universal screening protocol looking at existing data and history (ORRS report, credit accumulation, Regents pass rate, and attendance) and present data (credit accumulation, report card data, attendance, lateness, Regents scores.	Services will be provided based on referral from staff to the Response to Intervention team.	Small group, one-to-one	During the school day, extended learning program and Saturdays

Section 8: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment</p> <p>Screening process is comprised of four (4) areas of teacher quality: content knowledge, teaching experience and a demonstration lesson, professional certification and overall fit for the school.</p> <p>Retention</p> <p>We provided valuable supports through frequent observations and feedback, external coaches and professional learning communities.</p> <p>Assignments</p> <p>Teachers are assigned based on license area, Regents experience, and the school's need and the staff member's personal preference.</p> <p>Support</p> <p>We maintain an intensive program that entails multiple facets of support: professional learning communities, external coaches, inter-visitations, inquiry teams, external professional development, learning walks and lesson plan review.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
We maintain an intensive program that entails multiple facets of support: professional learning communities, external coaches, external professional development workshops, inquiry teams, RTI teams, learning walks and demonstration lessons.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The 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 include teacher teams making the decisions to select and utilize the following measures: Measure of Student Learning, instructional focus, interim assessments, and formal assessment

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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	\$5,000	X	pg 22,32

Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	\$21,116	X	pg 16,19,22,29
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	0		

¹Explanation/Background:

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

1. 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;

2. 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;

3. 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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>Bread and Roses Integrated Art</u>	DBN: <u>05M685</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>25</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u> </u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here:

- Rationale: After School

- Students are grouped by language needs. 7-10 students in 11th and 12th grade Students Will Participate in After School supplemental program . Students will attend one or two days a week depending on their group. The total number of students attending for the week will be 25. The subjects offered for these sessions will be ESL and ELA . Students will receive direct instruction that places emphasis throughout on the linguistic demands of their studies. Students will work with the ESL certified Instructor and occasionally a dual certified bilingual and content area instructor. This program is designed based on school data that shows a lack of growth for our beginner level ESL/SIFE students on the NYSESLAT Exam.

- Rationale: Saturday

- 1 group of 5-10 students in 11th and 12th grade Students , 25 students Will Participate in a Saturday supplemental program . The subjects offered for these sessions will be ESL and ELA and U.S. History. Students will receive direct instruction in the U.S. History and ELA content areas (for one hour and then switch to the next content area class) . Students will work with the ESL certified Instructor and occasionally a dual certified bilingual and content area instructor. This program is designed based on school data that shows students need extra time to build necessary vocabulary and writing skills to achieve success in their non ESL content area classes.

- Subgroups:

- Students will rotate through the after school program 3 times per week depending on their subgroup. SIFE students and beginner ESL students will attend 3 days a week for one hour. Students Identified as struggling to progress in content area regents but who are leveled intermediate and above based on the NYSESLAT will attend 2 times per week. Both grades 11 and 12 will be served.

- Schedule and Duration: Calculated based on 60% of funds allocated to direct instruction

- November 1 - May 30 - 35 sessions

- Wednesday, Thursday and every other Friday from approximately 3:00 - 4:00pm.

- Instruction will primarily be given in English with Spanish used as needed to assist students understanding.

- Saturday Program: December 6, - May 20 Every Saturday from 9-11am 20 sessions (You need to raise the sessions to meet the 60% requirement. You can do 45 sessions after school or 24

Part B: Direct Instruction Supplemental Program Information

sessions on Saturday. Please update the plan.)

-
1 Certified ESL Teacher: Mr. Bennett
assignment: ELA/ESL after school and Saturdays

-
1 Bilingual certified Teacher: Ms. Gonzalez
assignment: U.S. History and Global

-
Materials:

-
SIFE and Beginner students will use: Rosetta Stone, Academic Writing Workbooks, Interactive online activities using laptops. Leveled and modified texts to specific literacy levels of students in the program, Native Language Content Area materials, manipulables, and other basic classroom materials.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _____ Content Area teachers in the school have expressed a desire to benefit from learning and implementing strategies to help struggling ELL students. The PD program will focus on supporting those teachers in developing instructional supports and differentiated materials for our ELL population.

-
Teachers to be trained: All content area teachers will participate in the PD sessions
ESL and Bilingual teachers will receive PD from outside sources and turnkey these sessions to the rest of the staff.

-
November to May - Once a Month 1.5 Hour Sessions

-
External PD for ESL certified teacher on academic interventions for ELL students(date TBD)

-
November: Differentiating Materials for ELL's in History content areas

December: Differentiating Materials for ELL's in Math Content areas

January: Differentiating Materials for ELL's in Science Content areas

-
February: Scaffolding to Create Engaged Learners(All content areas)

March: Modifying and adapting assessments for ELL students(all content areas)

April: Using Native language supports in the classroom(all content areas)

May: Teaching academic vocabulary to ELL students (all content areas)

-
AP and Principal will run the in house professional development and teachers will work in teams to collaborate during the sessions.

Part C: Professional Development

-
—

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The School will conduct parent workshops to engage parents in the learning process. The workshops will cover a variety of topics but the overall idea is to build a community among the ELL parents and to increase tech literacy for students and their families.

- Schedule and topics

- November -March - Once a month meetings 2 hour sessions - Time TBD by parent schedules

- November - Intro Session, getting to know gmail and google

- December - Online resources for language learning

- January - Creating and sharing documents online

- February - College planning workshop

- March - Graduation checkin and online learning workshop

- Parent engagement program will be run in house with the ESL Teacher and Bilingual certified teacher workind as the faciitators.

- Parents will be notified via phone, email and letter home.

-
-

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services	_____	_____

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 05	Borough Manhattan	School Number 685
School Name Bread and Roses Integrated Arts High		

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

Principal Rodney Lofton	Assistant Principal Kairis Cox
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher David Martinez	School Counselor type here
Teacher/Subject Area Rondi Sewelson	Parent Quilivo Jimenez
Teacher/Subject Area type here	Parent Coordinator type here
Related-Service Provider Anthony Parker	Borough Field Support Center Staff Member type here
Superintendent Ronald Conyers	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	37	Total number of ELLs	7	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	1
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	1

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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	2			4		1	1			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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											2	1	3	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)											1		2	0
Transitioning (High Intermediate)											1			0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total												2	3	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total													3	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	4	1			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8	2		3						0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	2		1						0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	6		0	
Integrated Algebra/CC Algebra	6		3	
Geometry/CC Algebra	0		0	
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	2		0	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	2		0	
Geography				
US History and Government	11		5	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	2	3						
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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The ESL program has used a variety of tools, mostly fountas and Pinnell to determine literacy levels. The program also assesses native language literacy using a basic reading comprehension test. It is clear from the data that our ESL students are continuing to struggle with the Regents Exams. The school has developed a school wide plan this year to increase literacy across the school. Every content area is working with ELA and ESL teachers to include reading and writing activities, instructions and scaffolds in their classes. This data was the basis for the schools decision to impliment this policy
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Students are acquiring speaking proficiency at a faster rate than reading and writing. Students with 3-5 years of service are Emmerging in their language development. Reviewing the data for three years, students are not aqiring English at a consistent rate. They are not making progress.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The AMAO tool is used to predict those studentns at risk. Once students have been identified, there are discussed with the school counselor and school CBO, to create a plan of intervention for student. Intervention can range from a conduct sheet, to daily wake up calls by the community associate.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 Students are achieving at about the same level on tests in English and in their native language based on classroom data. Many of the students in the ESL program though not officially designated as SIFE entered with very low native language literacy. Because of this their ability to do content tasks in the native language is limited.

The results on the periodic assessments are used as a measure to indicate students struggles in reaching proficiency based on the NYSESLAT exam. This data drives instructional shifts within the ESL department.

The periodic assessment data has yielded information that supports the same conclusions of students needing support in their reading and writing comprehension and analysis. The results show general growth but it is difficult to address modality struggles based off of the current data for the school on periodic assessments. The ESL program documents student language growth through reading level tests, vocabulary tests, language creation tasks, and targeted assessments for the acquisition of specific language skills.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
Paste response to question here:
6. How do you make sure that a student's new language development is considered in instructional decisions?
Student's new language development are considered in instructional decisions by ensuring curricula and unit plans incorporate targets of measurement in Reading, Writing, Speaking and Listening.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?Dual Language program does not exist at this school.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of the freestanding english program is evaluated by student performance on the NYSESLAT - are students moving up in their levels from year to year; passing rate on the ELA Regents - the number of ELLs passing in comparison to other sub groups, their level (1-4) of performance, and are they college and career ready; and credit accumulation- as a free standing english program, students receive their core subjects in English. Their acquisition of credit in those classes is used as measure of success.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
 1. New admits and their parents are interviewed and administered the HLIS by the ESL teacher who is a fully certified ESL teacher, if need be, translation is provided by the DOE's Translation and Interpretation Unit.
 2. Student is interviewed in English and home language. If available, student work is reviewed to determine eligibilty to take NYSITELL. If sufficient school work is unavailable, school-based assessments will be utilized.
 3. Within 10 days, student is administered the NYSITELL by the ESL teacher. Students who scores below cut scores are identified as ELLs.
 4. Students whose HLIS responses indicate Spanish as their home language and are identified as ELLs based on NYSITELL results are administered the Spanish LAB.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Within 30 days of the ELL identification process, SIFE students are identified using the oral interview questionnaire and the Literacy Evaluation for Newcomer SIFE (LENS). The oral interview questionnaire ask questions about family and home background, education history, language and literacy practices, and future plans. The LENS is used to measure a students home language literacy skill.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
 1. New admits and their parents are interviewed and administered the HLIS by the ESL teacher who is a fully certified ESL teacher, if need be, translation is provided by the DOE's Translation and Interpretation Unit.
 2. NYSITELL eligibility for students with an IEP is determined by the Language Proficiency Team (LPT); members include Kairis Cox-administrator, David Martinez - ESL teacher, Sonia Mikell - special education teacher.
 3. The team will review the following; student's history of language use in school and home or community, results of individual evaluation which includes assessments administered in home lanugage, information from CSE as to wheter student's disability is the determinant factor affecting wheter the student can demonstrate proficiency in English.
 4. LPT determines if second language acquisition is needed or if student disability is the determinant factor affecting wheter the

student can demonstrate proficiency in English

5. If LPT determines student needs English, the student must take the NYSITELL. If LPT determines the student does not have English Language acquisition needs and does not need to take the NYSITELL, the recommendation is sent to the principal for review.

6. If principal rejects the LPT recommendation to not administer the NYSITELL, it is immediately administered to student. If the principal accepts the LPT recommendation not to administer the NYSITELL the recommendation is sent to the superintendent.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After the NYSITELL is scanned and scored, students receive a backpack copy to deliver to their parents and a copy is mailed home.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed in the language of their choice of their right to appeal ELL status within 45 days of enrollment. Upon students entry to school, parents are informed of the re-identification process:

1. Written request to initiate re-identification process
2. School reviews all documents related to initial or reentry
3. School reviews student's work in English and in home language
4. Administer the NYSITELL if the original documentation concluded student should not be administered the NYSITELL.
5. School consults with parent
6. School conducts and reviews a school based assessment of student's abilities in reading, writing, speaking

ESL teacher backpacks and mails letter to family concluding the outcome of re-identification. Copies of letters are placed in student cumulative folders

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

At the time of initial ELL identification parents are informed of the three program choices by viewing the Parent Orientation video. If they are unable to stay to view the video, the ENL teacher arranges a time within 5 days when they can return to view the video. If translation is needed, it is provided by the Translation and Interpretation Unit. After viewing the video the parent is given the parent survey and program selection form. They 5 days to return the form. The ENL teacher backpacks a letter and calls the parent to remind them to return the selection form and survey if it is needed. If form and survey are not returned student is place in a ENL as a bilingual program doesn't exist. If parent selects a program not currently offered by the school parents first choice is still entered on the ELPC screen and notify the parent of their options. The parent can opt to keep the student enrolled at the current school or transfer student to a school where the parent's selection is currently available.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent Surveys and Program Selection form are collected by the ENL teacher and given to the school community associate to file in students cumulative folder. Parents are called by the ENL teacher to remind them to return forms and letters in the parent's language of choice is backpacked. The ENL teacher tracks the program selections made and keeps running count of the number of students in the ENL program. Additionally he monitors the number of selections for dual language and transitional bilingual to ascertain when those programs can be opened (20 or more students in one grade level). If a new program is to be opened and offered, with the support of the LAP team he will organize a meeting to inform parents of the schools new program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Every effort is made to have all forms completed, however for those forms not completed, a running log is kept by the ENL teacher. Parents are called and letters are backpacked in the parents language of choice.

9. Describe how your school ensures that placement parent notification letters are distributed.

In the parent's language of choice placement letters are mailed and backpacked. The ENL teacher distributes these letters.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The community associate responsible for maintenance of student records ensures that HLIS, entitlement letters, program selection and survey are placed and maintained in student cumulative folders. Additional copies of HLIS, entitlement letters, program selection, are kept in a binder in the principals office

11. 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.

At the commencement of the NYSESLAT, the NYSESLAT eligibility report is run in ATS. Once all students have been identified, parents and students are notified of the the testing dates and times, the breakdown of the exam and the purpose of the exam. Working in tandem with the Testing Coordinator, the ENL teacher creates a schedule for when each component will be tested. The ENL teacher tracks and records the completion of each component. The exam is administered in the following order; speaking, listening/reading/writing session 1, listening/reading/writing session 2, listening, reading/writing session 3. For students who miss one

or more components of the exam, phone calls and letters are mailed to the parent to encourage attendance during the makeup period.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Entitlement and transitional support notification letters are distributed in the preferred language after review of the NYSESLAT data. These letters are sent before the beginning of the school year but no later than September 15. Letters are backpacked and mailed to students homes. They are returned signed to the ENL teacher. He is responsible for tracking the return of all student letters.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- The trends in program choices that parents have requested are parents choosing ESL/ENL for your children. For SY 13-14 17 parents selected ESL/ENL, SY 14-15 12 parents selected ESL/ENL. The school program model is freestanding ESL/ENL and is aligned with parent request.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- a. Freestanding ENL program.
Students are hetergenously scheduled for freestanding ESL/ENL classes per CR Part 154.2. Emerging (EM) students receive 90 minutes of standalone ENL and 180 minutes of integrated ENL/ELA. Transitioning(TR) students receive 90 minutes of standalone ENL and 90 minutes of integrated ENL/ELA.
- b. TBE program. *If applicable.*
Paste response to questions here:
- c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Working with the programmer, the ELL coordinator, ensures students are receiveing their mandated number of minutes. The ELL coordinator checks the schedule of all students monthly. CR Part 154 requirements are fulfilled in the following way. Entering students receive 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA, Emerging students receive 90 minutes of standalone ENL and 180 minutes of integrated ENL/ELA, Transitioning students receive 90 minutes of ENL/ELA, Expanding students receive 180 minutes of ENL/ELA and Commanding students receive 90 minutes of integrated ENL/ELA.
3. Describe how core content is delivered in each program model. 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.
Some of the instructional approaches used to make content comprehensible are as follows:
- Listening
Building background knowledge - using students home language as an entry point
Close interactive reading - place vocabulary and concepts at the front of lessons
Collaborative discussion and debate - create discussion based projects
Multifaced and intensive vocabulary instruction - build words and knowledge at the same time, focus on words with multiple meaning
- Writing
Different writing tools and writing prompts

Model writing activities using language experience

Students writing guided by co constructing predictable responses

Interact with students - dialogue journals

Teach the writing process - develop ideas, write them, get feedback, editing, final draft, and publishing

Reading

Phonemic awareness - reciting rhymes, making alliterative sentences and playing word games in which students manipulate sounds

Phonics - create student-generated word list, sort words according to their spelling patterns, identify rhymes during shared reading

Sight words- interactive word wall, rereading short familiar text

Fluency - modeled fluent expressive reading, repeated reading, choral reading, partner reading

Reading comprehension - building background knowledge, highlighting key vocabulary, modified guided reading, reciprocal teaching, scaffolded retelling

The materials used are: Vocabulary builder interactive flashcards, CCLS, Penguin readers, teacher created material, NYC Performance task.

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

Students are assessed in the context of their ENL course. The ENL teacher assesses students in their native language at the beginning of the year during the first two years of instruction and periodically as needed. The assistant principal checks to see that assessments are given in students native language.

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

ELL students follow a well developed curriculum that includes assessments that are both aligned to the common core and the NYSESLAT in all four modalities. Content teachers keep observational record of students progress in speaking and listening. They keep running record of student progress in reading and writing. Using a schoolwide assessment tracker, specific skills in reading and writing are evaluated on a daily basis. The ENL teacher keeps running record of all four modalities. He uses an assessment tracker to evaluate students progress.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

SIFE - They receive differentiated instruction (planned and prepared by the ENL teacher) in class and are required to attend the afterschool tutorials three times a week.

Newcomers are placed according to the level on the NYSITELL. They are partnered with a native language speaking student in their core content area classes. They are also strongly encouraged to attend after school tutorials.

ELL receiving service 4 to 6 years are placed according to their NYSESLAT score. They receive integrated ENL/ELA support in. They are supported heavily in their native language by the foreign language teacher. They are encouraged to attend afterschool English classes.

After school and Saturday academies are established to provide additional support for long term ELL.

Former ELL students are supported for 1-2 years after scoring proficient on the NYSESLAT exam. Proficient students are placed in ENL/ELA classes. Additionally, they receive the same test accommodations that current ELL students receive. Students receive extra time on the exam and are provided with the appropriate translated tests, glossaries and spanish/english dictionaries.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

The steps to ensure the academic progress of students who have an approved re-identification appeal are not adversely affected are: LAP team reviews student work, teachers formative assessment trackers, and teacher qualitative and quantitative data. If the team believes academic progress was affected, additional supports (tutoring, grouping, afterschool) will be offered.

Chart How do 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?

The school has implemented a school wide literacy focus with a special emphasis on utilizing UDL strategies in content classes. The school works with the Freyer model for vocabulary, sentence frames for writing, flexible grouping, teaching of academic language and utilization of the DOK framework.

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

Depending on their IEP classification, ELL-SWD receive flexible scheduling. They take gym, health, foreign ELL and all electives in general education classes. Teachers use UDL strategies and ELL instructional strategies (close reading, phonics, grouping, discussion techniques, socratic seminar) to enable ELL-SWD to achieve their IEP goals and English proficiency. ELL are grouped with other ELL students in content areas and ELL teacher supports those content teachers to develop language goals and practices.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

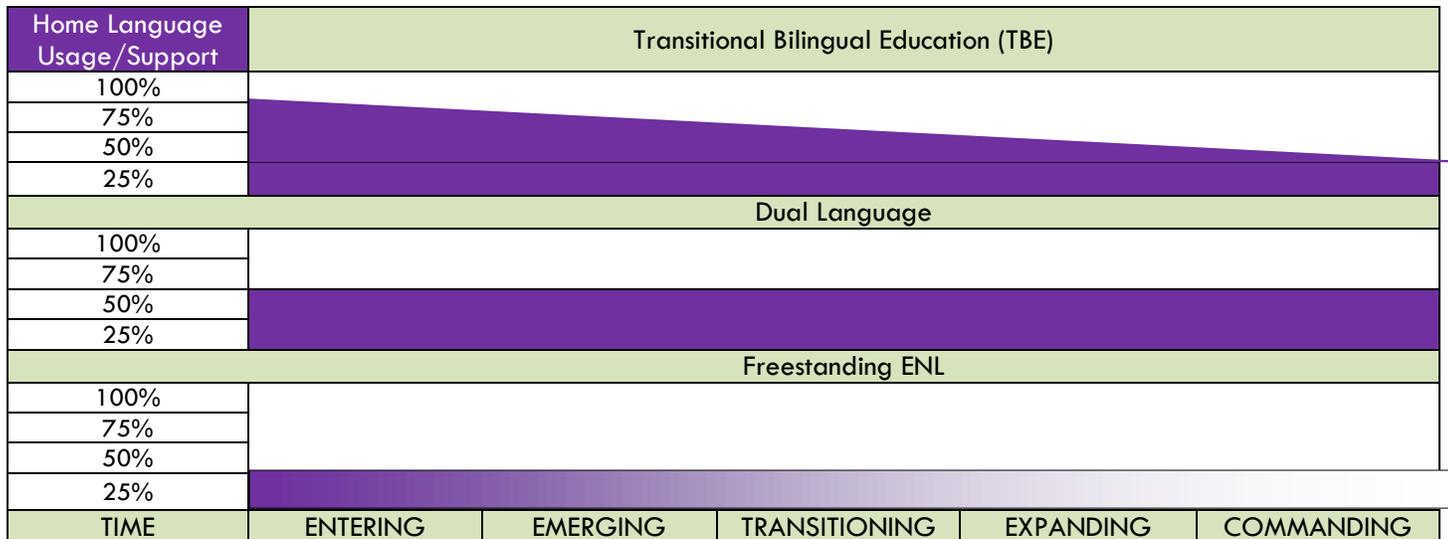


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
The targeted interventions for ELL's lays in the instructional strategies utilized by teachers
ELA - targeted ELA/ENL, tutoring, RTI
Math -RTI, afterschool support
Social Studies - Visual thinking strategies, graphic organizer, context clues word banks

The range of targeted intervention programs at Bread & Roses (push in within academic courses, online support, ELL software support, after school support).
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Teacher are made aware they are teachers of ELL at the beginning of the school year. The ENL teacher conducts a professional development session with teachers, using the NYSESLAT modality report as a basis. He shows and explains students levels in each modality. Future PD are developed and planned to show content teachers strategies for working with ELL. Data used to assess the effectiveness of our current program is as follows: NYSESLAT, Regents, NYC Performance task, credit accumulation and attendance. These data sources show students are minimally progressing in their content and language development. Mathematics regents data indicate students are more successful on this exam than any other. ELA regents data indicate students are minimally passing, thus not being college and career ready. Anaylsis of credit accumulation yields ELL students retake SS classes more than any subject area. The above interventions need further development and study to increase their effectiveness.
12. What new programs or improvements will be considered for the upcoming school year?
An intensive Saturday program to address the writing and reading modalities. The RTI process will be refined to expand and clarify teachers understanding and implementation of RTI. Instead of giving teachers the choice in what ELA strategy/instructional approach they use, they will be instructed to use, extended discussion with their classmates before, and after reading and writing.
13. What programs/services for ELLs will be discontinued and why?
No programs/services will be discontinued
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL students are provided equal access to after school instructional and enrichment programs. Extracurricular programs offered are PSAL girls/boys basketball, baseball, volleyball. Curricular programs offered are regents prep, tutoring, credit recovery. If a student is identified in needing regents prep or credit recovery, they are given personal invites to those programs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
ROSETTA STONE for ESL instruction, and use of technology to support ELL instruction. SmartBoard, and the use of BBC (Blackboard Configuration), National Geographic EDGE ELL series, penguin classics modified ESL texts, Oxford Bookworms, Starfall for early literacy intervention, Computer literacy skills taught through various technologies and web platforms.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language support is delivered in ENL in the following ways, library books in home language, word to word glossaries.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required support and services are aligned to students needs and are age/grade appropriate. Students are given surveys to assess their wants and needs. These surveys are reviewed by the LAP team to see if the current programs offered align to student wants. Student feedback on the programs they currently take part in are informal, these are asked by the AP or ENL teacher for their thoughts on wheter the program is helping them. Required services correspond to students age and grade levels by careful selection of the texts and examples used with ELL.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
A summer orientation run in tandem with summer school is strongly encouraged for incoming ELL 9th graders. The summer orientation is held at the school so students become familiar with the school before the start of the school year. The summer orientation includes team building activities, high school requirements workshop, a diagnostic exam, interview with ENL teacher and a scavenger hunt. The school social worker, AP and ENL teacher run all activities.
19. What language electives are offered to ELLs?
Spanish was offered to all students, ELL included. As a result of the school's phase out status, Spanish is no longer offered.
20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 The professional development plan for teachers of ELL will include
 September - Who are our ELL's? What does their data say?
 October - How is RTI designed to support all students specifically ELL?
 November - ELL instructional strategies; Using discussion techniques to engage and support ELL
 December - The Four Modalities; how do I monitor student progress in each?
 January thru June- RTI every Thursday to create intervention/support plans
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
 Teachers will attend PD delivered by the Affinity group and work during common planing time to identify, implement and refine strategies for ELL.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 The social worker attends post secondary readiness training provided by the NYCDOE aide ELLs as they transition from middle to high school. He uses career planning tools, diploma requirement worksheet, and group sessions. Translation is provided where needed.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
 CR Part 154.2 requirements for 50% ENL teacher receiving professional development are met by his attendance and participation in NYC Department of Education, Affinity, and New Vision professional development sessions. He then turnkeys his knowledge on language acquisition and intergrating language and content to teachers during Thursday RTI meetings. Agenda and attendance records are kept by the Principal for these sessions.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

An ELL parent meeting will be held in December to discuss the goals of the program, their child's language development, their child's ENglish language proficiency assessment results and language development needs in all content areas. The use of Translation and Interpretation Unit will be used. All documents will be prepared in the parents preffered language.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Letters and phone calls are made to request parents attend the meeting.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent networking night, Saturday brunch, and grade specific townhall meetings are scheduled for ELL parents of Bread and Roses. Translation services are utilized to support parents of ELL students at Bread & Roses (documents and translators at meetings).
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? BRIA partners with the Columbia School of Social Work. Through Achievement Initiative (AI) and subcomponent of Columbia, this CBO works with students to help them create postsecondary plans. AI supports our parents by collaborating with the LAP team to design and create workshops on parenting skills, ESL classes for adults, financial aid for college, and navigating NYC agencies and offices. Translation is provided by school personnel or the NYCDOE Translation and Interpretation Unit.
5. How do you evaluate the needs of the parents?

Parents needs are evaluated through surveys provided in their preferred language. The surveys used range in topics from, "I see my child doing homework at home, to I can reach my child's teacher when I am concerned." Informal interviews are conducted with parents to gage their assessment of the services provided. Translation from school personnel and the Translation and Interpretation Unit are utilized when needed. As the school is in phase out it does not have a parent coordinator so all parent development/outreach is done by the LAP team

6. How do your parental involvement activities address the needs of the parents?
The activities address the needs of the parents by providing them with the necessary resources (health aide, parenting workshops, counseling, etc..) they need to raise their child. Working with our partner CBO, Columbia School for Social Work we ensue we are taking an accurate pulse on the needs of our parents. With help from the CBO, we link parents with suppelmental outside or neighborhood organizations.

D. Additional Information

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

This is Bread and Roses Integrated Arts High School last year. All students will have graduated or transferred by June 2016.

School Name: Bread and Roses		School DBN: 05m685	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rodney Lofton	Principal		10/22/15
Kairis Cox	Assistant Principal		10/22/15
	Parent Coordinator		1/1/01
David Martinez	ENL/Bilingual Teacher		10/22/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **05m685** School Name: **Bread & Roses**
Superintendent: **Donald Conyers**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Through reviews of the current ELL report, LABR eligibility, blue cards and NYSESLAT reports, we are able to identify which parents choose a language other than English on their HILS survey. Parents preferred language is Spanish for written documents.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Preferred language for written and oral communication is Spanish.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent Handbook - September
Student Handbook - September
Calendar of Events - Monthly
Afterschool credit recovery - October/March
Parent Teacher Conferences - November/March
Regents Testing - January/June/August
Letter from parent coordinator - Monthly
Report Cards - October, January, February, April, June

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent Teacher conferences
Curriculum Night
Annual ELL meeting
Request for face to face letter
IEP Meetings
Transition meetings
Graduation meetings
Cohort
FAFSA night

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

For the translation needs in Part B, documents will be translated in house. Documents will be drafted two weeks prior to release date to ensure translation.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

In house staff provide interpretation. When the staff member is absent, over the phone interpreters via the translation and interpretation unit will be requested.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At PD twice a year, staff will be given the T&I brochure. In monthly faculty meetings, they will be reminded to use the services of T&I

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

In addition to the reminders translation and interpretation will be provided by school personnel or the Translation & Interpretation Unit.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents will be given a paper survey in their preferred language after visiting twice. Upon completion of translation they will be asked about the quality of service provided to them that day. A focus group will be organized to assess the school quality and availability of services.