



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

12X271

School Name:

EAST BRONX ACADEMY FOR THE FUTURE

Principal:

SARAH SCROGIN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: East Bronx Academy for the Future School Number (DBN): 12x271
Grades Served: 6-12
School Address: 130 West 86th Street, Apartment 2B, NY, NY 10024
Phone Number: 718-861-8641 Fax: 718-861-8639
School Contact Person: Sarah Scrogin Email Address: sscrogin@eastbronxacademy.org
Principal: Sarah Scrogin
UFT Chapter Leader: Tracy Tarter
Parents' Association President: Madeline Cotto
SLT Chairperson: Nicholas Lawrence
Title I Parent Representative (or Parent Advisory Council Chairperson): Jody Perez
Student Representative(s): Emily Monserratte
Yensi Castillo

District Information

District: 12 Superintendent: Juan Mendez
Superintendent's Office Address: 30-48 Linden Place, Flushing, NY 11354
Superintendent's Email Address: jmendez2@schools.nyc.gov
Phone Number: 718-281-7696 Fax: 718-281-7519

Borough Field Support Center (BFSC)

BFSC: Affinity Director: Alexandra Anormalizada
Director's Office Address: 131 Livingston Street, Brooklyn, NY
Director's Email Address: aanorma@schools.nyc.gov
Phone Number: 718-861-8641 Fax: 718-61-8634

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)
Sarah Scrogin	*Principal or Designee	
Tracy Tarter	*UFT Chapter Leader or Designee	
Madeline Cotto	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative (staff), if applicable	
Jody Perez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Emily Monserrate	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Yensi Castillo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Perquida Payne	CBO Representative, if applicable	
Eric Odom	Member/ Teacher	
Gloria-Vasquez Melendez	Member/ Parent	
Steven Brady	Member/ AP	
Antonious Velazquez	Member/Parent	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

East Bronx Academy for the Future believes in preparing all of our students for a better future by preparing them for college and the world of work. We strive to keep as many of our students as possible from middle through high school and we actively recruit students from our local neighborhood, the poorest Congressional district in our nation. We are not content with the fact that some of our highest-risk students take longer to graduate, and we are committed to raising expectations for our students by doubling the amount of time they spend in math class, working to increase attendance and on-time arrival in and attendance, providing CUNY support in science and math classes, partnering with Teachers College Reading and Writing Project and with the Expanded Success Initiative for our young men and addressing environmental and social-emotional needs as well, especially via Partnership with Children. We also have a strong commitment to our alumni, many of whom continue to work in the school while attending college or after

Graduating from college.

Much of our best work over the last 11 years – and this past school year -- has been made possible through state and Centrally-funded initiatives, including Community Schools, the Innovation Zone (iLearn and iZone360), the Expanded Success Initiative, and the Mentoring for Real Program (OSYD). Just as we focus on developing our students for a better future we also believe in developing our teachers into great teachers and leaders.

Over the last 11 years, we are proud to report that our EBA teachers and Assistant Principals have

become Network Leaders (1), Deputy Network Leaders (1), Principals (2), Assistant Principals (4), and Lead Teachers (4) who have touched the lives of students and teachers throughout our city.

Of course we also have our challenges. Our focus on serving all students means that we work with some of the most at-risk students in our city, a high percentage of who are in the bottom third city-wide. We also welcome and make progress with many students with disabilities, including partnering for nine years with our fully-inclusive District 75

program as part of City-Wide Inclusion. We continue to need to improve course pass rates and attendance as well as proficiency levels for all grades, especially middle-schoolers, special education and English Language Learners.

We have developed a shared instructional focus outlined in our **"EBA Starts."** We believe that by using these shared instructional strategies in all of our classrooms, students and teachers will know what is expected in each class period and, more importantly in the context of Adult Learning, teachers will be able to received feedback from administrators, mentors and colleagues how to modify instructional strategies to increase learning. We emphasize the Danielson Framework for Teaching in our "EBA Starts," which remind teachers of our priorities:

- Teach students the skills they need to master tasks independently now and for the FUTURE.
- Figure out what students CAN do and teaching into the next level of the skill on which you're focusing.
- Give students the bulk of the period (30 minutes or more) to practice worthy objectives related to reading, writing, discussion and mathematical modeling.
- Check for understanding and re-teach as needed.

- Make sure students (not teachers) are the ones doing the work and making meaning.
- Praise students and build positive relationships with them by inviting them to engage intellectually and emotionally in learning and life.

The DTSDE Tenet in which we have made the most growth for the past year was Tenet 5: Student Social and Emotional Developmental Health, and Tenet 6: Family and Community Engagement.

The DTL Recommendations for focus this year are:

Tenet 2: School Leader Practices and Decisions

- Continue to provide timely on-going, data-driven, evidence-based, actionable feedback to staff that is directly aligned to school-wide goals. School leaders should track this data to provide targeted on-going support and supplemental professional development in targeted areas. (2.4)

Tenet 3: Curriculum Development and Support

- Develop and implement protocols and monitoring systems to make data driven decisions to adjust curricula to support the CCLS instructional shifts and the NYS content standards. Ensure higher-order thinking skills and complex materials are consistently present by providing necessary supports and extensions for all groups of students (including special education and English language learners) across core content areas and grades. Focus meeting time on the rigorous implementation of the CCLS and ongoing use of data to adjust curricula to ensure growth in student achievement. (3.3)

Tenet 4: Teacher Practices and Decisions

- Consistently use CCLS-aligned instructional practices to develop coherent unit and lesson plans that include higher-order thinking skills and content complexity which lead to high levels of student engagement and achievement, and include multiple points of entry for all students (including special education and English language learners). School leaders should ensure that these practices are applied consistently across all classrooms, and that the impact on learning and instruction is frequently evaluated. (4.3)

Source: Focus School Recommendations for 12x271 2013-14, Division of Teaching and Learning

12X271 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	626	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	28	# SETSS	N/A	# Integrated Collaborative Teaching
				24
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	6	# Drama
				3
# Foreign Language	15	# Dance	2	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	87.3%	% Attendance Rate		84.0%
% Free Lunch	89.0%	% Reduced Lunch		3.5%
% Limited English Proficient	10.7%	% Students with Disabilities		28.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		29.1%
% Hispanic or Latino	68.5%	% Asian or Native Hawaiian/Pacific Islander		1.8%
% White	0.5%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		34.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)		8.9
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.6%	Mathematics Performance at levels 3 & 4		15.0%
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	53.2%	Mathematics Performance at levels 3 & 4		52.4%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	68.6%	% of 2nd year students who earned 10+ credits		80.2%
% of 3rd year students who earned 10+ credits	71.0%	4 Year Graduation Rate		80.0%
6 Year Graduation Rate	78.4%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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	YES			
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	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	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

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.	E
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.	E
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.	E
<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>Our Quality Reviewer found we are proficient in several of the areas indicated above, but our Framework for Great Schools report shows we are developing. Clearly, this is an area where we have been working hard, yet have more work to do.</p> <p>We worked hard on this this year, redeveloping our lesson and unit plans to an “EBA 2.0” version to include an emphasis on CCLS and meeting the needs of all learners. We collaborated with the Teachers and Writers Reading and Writing Project [as well as New Visions, CUNY/NSF, College Prep Math and the Achievement Network] in ongoing curricula and assessment development. Our 2014-15 Quality Reviewer found marked improvement and noted that tasks are nearly always aligned to Common Core Learning Standards, and units of study and lesson nearly always integrate the higher order thinking questions and skills that promote college and career readiness. The reviewer also found most curricula maps, unit plans, and lesson plans provided evidence of limited planning of scaffolds or multipl eentry points. The reviewer noted that we need to increase use and consistency of formative assessment and student self-assessment across all classrooms.</p>		

Among our most pressing needs in this area are:

- Increase consistency across classrooms of the use of the EBA lesson and unit 2.0 formats.
- Increase adherence to our instructional focus as described in the EBA “Starts,” especially as this connects to higher tracking students’ progress toward mastery.
- Improve collaboration within and across grades and subjects to align to school instructional focus ad describe in the EBA “Starts,” especially with regard to the focus on students being the ones to assess their progress and take steps toward mastery.
- Refine on-going assessment and grading practices to emphasize and reward students’ progress toward mastery and better help students and parents understand, measure and track this progress.
- Source: School Quality Review 2014-2015

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.

Measurable: By June, 2016, 90 percent of teachers will have implemented systems for better assessing students’ progress toward mastery.

Achievable: This goal is achievable because we have joined the Mastery Collaborative and maintained our peer coaching and team leadership by model teachers as well as continued our existing curricular partnerships.

Relevant: This goal is relevant because it links to the tenets outlined in our SQR and Focus School recommendations and will result in improved teaching and learning for our students.

Time Bound: This is time bound because it will be concluded by June 2016.

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>School-Wide: We have joined the Department of Education’s “Mastery Collaborative” to increase our understanding of and work around teaching students to mastery.</p>	<p>All students, all subjects</p>	<p>September 2015– June 2016</p>	<p>Principal & Assistant Principals, Lead and Model Teachers</p>
<p><u>English Language Arts: Middle School</u> : We partner with Teachers College Reading and Writing Project to increase student mastery, especially with regard to preparing students for the Common Core Standards based on TCRWP’s new</p>	<p>All students, all subjects</p>	<p>September 2015– June 2016</p>	<p>Principal & Assistant Principals, Lead and Model Teachers</p>

work titled Pathways to the Common Core.

English Language Arts: High School : We have adapted Odell Education units from Engage New York for grades 9 – 12 and integrated them with some of our existing teacher-created curriculum units. This work has been led by our high school English team leader Ana Patejdl, who is a NYC Common Core Fellow experienced in curriculum design and instruction.

Mathematics: Middle & High School: We adopted the Common Core aligned “ College Preparatory Mathematics ” in grades 6 – 12. Additionally, we partner with the Silicon Valley Math Initiative, Accessing Algebra Through Inquiry (A2i, through our PSO New Visions for Public Schools to work on Common Core aligned performance tasks. We also work with the CUNY to train peer tutors to work with our algebra students, which is aimed at improving both the tutors’ and tutees’ scores.

Science & Social Studies: Middle & High School: We augment our teacher-created curriculum units with curriculum materials from Teachers College Reading and Writing Project . Our middle school science teachers use Common Core aligned rubrics to assess their students’ writing. High school science teachers work closely with professors from Hunter College around student misconceptions via

the CUNY which trains peer tutors to work with our chemistry and physics students, which is aimed at improving both the tutors' and tutees' scores and science foundations.			
We have partnered with The Achievement Network (to provide (middle school) Interim Assessments and coaching on the data cycle for all of our teachers. We are using mathematics assessments developed by A2i in Algebra and Geometry and teachers meet together to discuss students' results and plan re-teaching lessons. Our TCRWP coach works with Administration and our teacher teams to review student work and plan instruction aimed at moving students along the reading and writing progressions. We use Interim Assessments, Running Records (grades 6 – 8), and Performance Series/Scantron (grades 9 – 12) to gauge students' progress. Our EBA 2.0 lesson template requires teachers to check students' understanding during each lesson and re-teach as necessary.	All grades and subject areas	September – June 2016	Principal & Assistant Principals, Lead and Model Teachers
We assign Lead and Model teachers to coordinate subject and grade team meetings and coach colleagues on instructional practices.	All Teachers	August 2015 – July 2016	Lead and Model Teachers

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.
Mastery Collaborative – DOE Funded
The Achievement Network - \$25,000

TCRWP - \$17,000

QTEL Professional Development - \$11,200

Teacher Leadership – We are building on the work done by PROSE and Office of Teacher Leadership and using Career Pathways and other teacher leaders to lead teams throughout the school.

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	X	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.

We monitor progress quarterly at our Leadership Team meetings and ask all teachers to complete a mid-year self-assessment on the Danielson Rubric and to reflect on their progress toward goals and set/adjust goals for spring term.

All teaches participate in mid-year reviews culminating in a whole-school progress monitoring and goal setting session on February 2nd. We then repeat the cycle in spring term, culminating in year-end reviews and reflection beginning the week of June 4th.

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.	E
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.	E
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.	E
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.	E
<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>Our Quality Reviewer found that we are well-developed in 4.2 around a Culture of Expectations, but our Framework for Great Schools Report indicates we are developing. Discussions at SLT and CST indicate we have significant work to do in this area.</p> <p>EBA school structures and culture are designed to create a safe and inclusive school culture where high expectations are regularly communicated to students, staff and families. These structures include a Community Schools Team, Grade Team meetings, a Justice Team, a School Culture Team, a Kid Talk protocol, a Mentoring for Real Program and others. We have made strides over the past few years, and our 2014-2015 Quality Review acknowledged this progress as an area of celebration, finding us well-developed in terms of our ability to “Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.”</p> <p>Still, we have far to go in this area. Many of our students are in need of more extensive support in terms of health, mental health and emotional support than we are currently providing. We have been selected as a Community School in partnership with Phipps Neighborhoods and have partnered with ESI, OSYD and Partnership With Children to improve our school culture and better meet students’ needs.</p> <p>Over the past several years, we’ve on creating a culture of learning by instituting a Restorative Practices approach to school discipline based on the work of Dr. Stuart Ablon and others. We received support from the Office of Safety and Youth Development via the Mentoring for Real Program to train our teachers in restorative practices, including</p>		

restorative circles and collaborative problem solving. Many of our teachers are certified in these approaches and we plan to continue this professional development work until all teachers have been reached. This year we have also begun to partner with Children’s Aid Society PEAK program to learn more about Restorative Justice.

Our school has also benefitted from funding from the Expanded Success Initiative, which is aimed at improving college and career readiness for black and Latino young men. Through this initiative we are working to develop a scholar athlete program, increase students’ attendance and course pass rates, and double the time for Algebra in the 9th grade.

Still we have many challenges, including low attendance (85%), poor credit accumulation (especially among the school’s lowest third), and some lack of engagement/acting out by students who have not mastered school appropriate behaviors.

Finally, it is worth noting, we are partnering with our Public School Support Organization, New Visions for Public Schools to use cloud-based data systems (called “The Sorter”) to better communicate about and facilitate our attendance and school culture work.

According to our Quality Review and DTL Feedback, among the areas we need to continue to improve are:

Tenet 5: Student Social and Emotional Developmental Health

- Continue to utilize a deliberate distributive leadership system, understood and followed by all staff members, that allows each student to be well known by a designated adult to positively reinforce academic success for all students. Continue to allocate resources to support systems to support social and emotional developmental health and student interventions. (5.2)

Tenet 6: Family and Community Engagement

- Continue to share data and integrate data systems among school leaders, student support professionals, program coordinators (including the Community School Director) and community agencies to identify family needs, target appropriate student strategies and enhance community partnerships. Provide PD opportunities for families to understand how to read, use, and analyze school and student data to enable them to better understand and support their children’s education. (6.5)

Source: DTL Recommendations for Focus Schools, Spring 2015; Quality Review 2014-15; HS Quality Guide 2013-14

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, Measurable, Achievable, Relevant, and Time-bound.

Specific Goal: By June 2016, 95 percent of students and families will have been served by and/or engaged in at least one school culture initiative resulting in an increase in the relevant Community Schools Benchmark.

Measurable: This is measurable because our Parent Coordinator and our Community School Director are collaborating with school “staffulty” to tracking student and parent participation in our community engagement.

Achievable: This is achievable because we currently have approximately 60 percent engagement.

Relevant: This is relevant because engagement is a crucial first step to making gains on other measures, such as student achievement and wellness.



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 supportive environment 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>We are a Community School. More information in Section 5.</p>	<p>Whole school & community</p>	<p>January 2014 – June 2018</p>	<p>Principal, Partner Liason, CS Director, CS Staff, Parent Coordinator</p>
<p>We have partnered with the Sports & Arts Foundation and Teaching Matters, Inc. to improve reading and math skills and wellness for middle school students, and we are proposing to</p>	<p>Middle school ELA and Math Tier 1 Students</p>	<p>September 2013 – June 2017</p>	<p>Principal, AP, SASF Director, TMI Coach, SASF Staff</p>

increase programming to high school for 2015 – 2016.			
We have partnered with Partnership with Children to provide social work and interns for our most at-risk students.	Students with many OORS incidents, other at-risk factors	Ongoing	PWC & grade and guidance teams, CS team
We are launching a new partnership with the Children’s Aid Society’s PEAK program aimed at meeting the needs of students on probation and their at-risk peers.	Students on probation	Ongoing	Peak Team, grade teams, guidance teams, CS team

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.											
- CS Director & CS Staff											
- SASF Director and Staff (21 st Century grant funded)											
- Partnership With Children Social Worker (CS/AIDP funded)											
CAS PEAK grant funded by Department of Probation											
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	X	P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.
Mid-year check in with family surveys showing whether families have participated in CS initiative (as tracked in NV sorter tool). February 2, 2016.
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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<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.	E
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).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. 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>Our Framework for Great Schools report indicates we are effective with regard to “Collaborative Teachers.” This is good, as we have been working hard, in collaboration with our curricular partners, to improve instructional strategies and practices as measured by the Danielson Rubric and aligned to the Common Core Learning Standards. Our 2014-2015 Quality Reviewer noted improvement in these areas, noting that we are well-developed with regard to our ability to:</p> <p>-Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.</p> <p>She recommended that we continue to work on Quality Statement 2.2, noting that:</p> <p>“Teachers use common assessments and grading policies aligned to the school’s curriculum. However providing actionable feedback to students and checks of understanding are inconsistent. The limited student feedback and lack of checks for understanding hinders student growth and ownership.”</p> <p>School Quality Review 2014 -15</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–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.

Specific Annual Goal: We will increase the degree of Collaborative Teaching as measured by the Danielson Rubric in all grades and subjects.

Measurable: By June, 2016, 90 percent of teachers visited will be effective or highly effective with regard to Collaborative Teaching as measured by the Danielson rubric during visits by colleagues, administration, supervisors and quality reviewers.

Achievable: This goal is achievable because we have continued our peer coaching and team leadership by model teachers as well as continued our existing curricular partnerships.

Relevant: This goal is relevant because it links to the tenets outlined in our SQR and Focus School recommendations and will result in improved teaching and learning for our students.

Time Bound: This is time bound because it will be concluded by June 2016.

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>Teachers College Reading and Writing Project Professional development and coaching for teachers, principal and assistant principal.</p>	<p>Middle and High School ELA Students</p>	<p>July 2015 – August 2016</p>	<p>TCRWP Coach, Assistant Principal for Instruction, Lead Teachers</p>
<p>We have partnered with CUNY and the National Science Foundation to implement a Teaching Assistant Scholar (TAS) program aimed at improving proficiency in Algebra, Chemistry, Physics and Computer Science with a specific focus on student inquiry. This includes a summer component for students and teachers.</p>	<p>Algebra, Chemistry, Computer Science and Physics students</p>	<p>July 2015 – August 2016</p>	<p>Model Teacher & Algebra, Chemistry, Computer Science and Physics Teachers</p>

Teachers are organized in grade and subject area teams with 1.5 hours each of collaborative planning/professional development time via our PROSE schedule. This work is led by UFT Lead Teachers & PROSE Model Teachers.	All teachers, All grades	September 2015 – June 2016	Principal, AP's, Lead and Model Teachers
New Visions for Public Schools Instructional Coaches support teachers in mathematics & Global History.	Mathematics students 6 – 12, Global History Students	July 2015 – August 2016	NV Instructional Coaches (3), Principal, Lead & Model Teachers

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.											
We have a special schedule via PROSE for teacher Professional Development. Lead teachers have release time for instructional coaching. Lead and Model Teacher receive salary increments as per DOE/UFT memorandum. We will spend \$7,500 per model teacher for 2015-2016, which will be about \$75,000 depending on how many applicants are accepted.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st 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.
We monitor progress quarterly at our Leadership Team meetings and ask all teachers to complete a mid-year self-assessment on the Danielson Rubric and to reflect on their progress toward goals and set/adjust goals for spring term. Our mid-year reviews began the week of December 1 th and will run through January 30 th , culminating in a whole-school progress monitoring and goal setting session in the 1 st week of February. Lesson plans will reflect teachers' collaboration from grade and subject area team meetings.
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).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
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.	E
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>Our Framework for Great Schools Report, School Quality Reviewer and our Needs Assessment found that this is an area in which we are highly effective. She wrote, "The principal's effective use of budget, scheduling, and teacher time, is aligned with the school's instructional goals to promote teacher development and engage students in meaningful work. (1.3)</p> <p>Among things we do well she wrote:</p> <p>Budgetary allocations are used to provide ongoing one-to-one teacher coaching through the establishment of two United Federation of Teachers' (UFT) lead teacher positions, and the hiring of two part-time coaches who facilitate teacher team meetings and job-embedded professional development for teachers. In addition, funds for substitute teachers allow for coverage when teachers attend off-site professional development.</p> <p>Early release half-days are strategically scheduled to support the Achievement Network (A-Net) and high school data cycle. Funded partnerships with Teachers College Reading and Writing program (TCRWP) provide middle school interim assessments, and the A-Net supports teacher professional development in data analysis. Participation in the i-Zone, Connected Learning, and the Expanded Success Initiative (ESI) further builds teacher capacity to plan for rigorous learning experiences that engage students in the creation of meaningful work products.</p>		

o A thoughtfully developed instructional schedule provides for a broad range of teacher team meeting time, including time for daily common planning. Grade-level teacher teams meet three times each week for 'Kid Talk', 'Teacher Talk', and 'Team Talk' where teachers use protocols to track student progress, assess lessons, unit plans, and performance tasks, determine text complexity of reading materials, and refine interim assessments. Content area teacher teams meet once per week, review work products, identify learning gaps, and plan for re-teaching of skills not yet mastered. The lead teachers, part-time coaches, and instructional specialists from the New Visions Network support teacher team capacity building. As a result, teachers plan rigorous Common Core aligned units in each core content area, building instructional practice to engage students in higher order thinking and productive struggle.

The quality review found, however, that some of this vision is implemented inconsistently across classrooms, teams and throughout the school, especially for special education and English Language Learners. The reviewer recommended we:

Improve teacher practice in the analysis and use of data from summative assessments as well as daily checks for understanding to inform effective and timely instructional adjustments that meet all students' learning needs. (2.2)

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.

Effective School Leadership Goal:

Specific Goal: Improve the Effectiveness of School leadership so that leaders better supervise teachers, team leaders, coaches and partners across all grades and subject areas to more consistently implement our instructional vision as measured by the EBA "Starts" and by the Danielson Rubric as well as by the School Quality Review and Principals Performance Observations.

Measurable: By June 2015, 90 percent of teachers observed will move at least one level on the Danielson rubric (except in areas where they are already effective), especially with regard to 3D "assessment for learning"

Achievable: This goal is achievable because we have already seen progress in teachers' effectiveness and we predict we will meet or exceed the 90 percent goal by June.

Relevant: This goal is relevant because increasing teacher leadership and collaborative time around our instructional focus will lead to more effective teaching and to better student outcomes.

Time-Bound: We plan to meet this goal by June 2016.

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) <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>We use cycles of frequent observation and feedback to improve Teacher Pedagogy & Effectiveness (Quality Statement 1.2) based on Paul Bambrick-Santoya’s <u>Leverage Leadership</u> . Each of our Lead and Model Teachers is responsible for coaching teacher colleagues to improve their performance on selected components of the Danielson Framework and the implementation of the EBA including the creation of meaningful student work products and the on-going collaborative review of</p>	<p>All teachers</p>	<p>August 2015 – June 2016</p>	<p>Administration, Leadership Team, Lead and Model Teachers</p>

these products by teachers and students. Administrators also serve as coaches for some teachers, and, of course observe all teachers classes throughout the year depending on their observation option.			
We have weekly Leadership Team Meetings to develop our leaders' capacity to move teachers' instructional practices. Model Teaches also receive Leadership Coaching from the Office of Teacher Leadership.	Leadership Team Teachers	Tuesdays 3:15 – 4:15, August 2014 – June 2015	Tuesdays 3:15 – 4:15, August 2014 – June 2015
Principal and AP and Lead Teacher attend Kim Marshall Working Group for Teacher Effectiveness. We focus with other school leaders on implementing effective levers of school reform and on observation and feedback cycles.	AP, Principal, Lead Teacher	Bi-monthly July 2015 – July 2016	Principal, AP's, Leadership Team, Guidance Team
Principal, Leadership Team and Guidance Team receive leadership support and coaching from New Visions for Public Schools.	Principal, AP's, Leadership Team, Guidance Team	Bi-monthly July 2015 – July 2016	Bi-monthly July 2015 – July 2016

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.											
Administrative Team (Principal, Instructional AP, Organizational AP)											
New Visions for Public Schools Support Organization Coach											
Career Pathway Teachers											
PROSE Model Teachers + Office of Teacher Leadership Coaching											
Kim Marshall Coaching for Working Group											
1.5 Hours Weekly Professional Development for Leadership Team											
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	X	21st Century		C4E

	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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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.

We monitor progress quarterly at our Leadership Team meetings and ask all teachers to complete a mid-year self-assessment and year-end on the Danielson Rubric and to reflect on their progress toward goals and set/adjust goals for spring term. 30% of teachers will have moved up one level on the Danielson rubric.

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.	D
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.	D
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.	D
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.	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>The Framework for Great Schools report indicates this as an area in which we are developing. This is troubling yet promising, as we are now a Community School in partnership with Phipps Neighborhoods. We have identified many areas in which we need additional work and support for our students and community. Among the most pressing needs are:</p> <ul style="list-style-type: none"> - College and Career Readiness & Connections to Work Opportunities - Extra-Curricular Programming & Enrichment Activities - Medical and Mental Health Support - Language and Technology Classes <p>We are also working with Phipps, DOE OSYD and New Visions to systematize data collection for this initiative based on our Quality Review recommendation:</p> <p>Tenet 6: Family and Community Engagement</p> <ul style="list-style-type: none"> Continue to share data and integrate data systems among school leaders, student support professionals, program coordinators (including the Community School Director) and community agencies to identify family needs, target appropriate student strategies and enhance community partnerships. Provide PD opportunities for families to 		

understand how to read, use, and analyze school and student data to enable them to better understand and support their children's education. (6.5)

Source: DTL Recommendations for Focus Schools, Spring 2015

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, Measurable, Achievable, Relevant, and Time-bound.

Specific Goal: By June 2016, 95 percent of students and families will have engaged in at least one Community School initiative.

Measurable: This is measurable because our Parent Coordinator and our Community School Director are collaborating with school "staffulty" to tracking student and parent participation in our community engagement.

Achievable: This is achievable because we currently have approximately 60 percent engagement.

Relevant: This is relevant because engagement is a crucial first step to making gains on other measures, such as student achievement and wellness.

Time-Bound: This is time bound because we plan to achieve 95 percent engagement by June 2016.

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) <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>We have partnered with Phipps Neighborhoods to obtain TWO community schools grants to improve student, parent and community engagement school-wide.</p>	<p>All students</p>	<p>January 2014 – June 2016</p>	<p>Principal, Partner Organization Staff, Community School Director, Parent Coordinator, CS Staff</p>
<p>We provide Adult ESL classes and parent workshops for ELL and other parents.</p>	<p>ELL parents</p>	<p>September 2014 – June 2014</p>	<p>ESL Teachers</p>
<p>We are a founding member of our local “Synergy” Community Improvement Association and collaborate on community projects.</p>	<p>Crotona Park East Community</p>	<p>Ongoing</p>	<p>Parent Coordinator, Community Partners</p>

We engage other small schools as the founding member of BRASS, the Boston Road Alliance of Small Schools and also participate via ESI funding in the Small Schools Athletic League to promote “scholar athletes.”	Student athletes	Ongoing	AP for Organization, Coaches
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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.											
We adjusted our schedule to better accommodate professional development and youth development in partner with our community school partners this year. We’ve added and/or maintained significant human resources including Community School Director and Staff.											
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)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.
We monitor progress around attendance, participation and justice monthly at our School Leadership Team meetings , culminating in a whole-school progress monitoring and goal setting session on February 2 nd , which will monitor progress toward our goal of 90 percent engagement with a Community School program.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>High School: Below grade level reading and/or not yet passed Regents</p> <p>Middle School: Level 1 on test and/or did not make 3 levels reading progress on Fountas & Pinell Running Record</p>	Small Group and/or One-to-One	Small Group and/or One-to-One	After School & During School Day
Mathematics	<p>High School: Below grade level mathematics and/or not yet passed Regents</p> <p>Middle School: Level 1 on test and/or did not make 3 levels progress on Performance Series</p>	Math fluency (e.g. Great Leaps), strategy building, etc	Push in, small group, One-to-One	After School & During School Day
Science	<p>High School: Did not yet passed Regents; or failing core subject</p> <p>Middle School: Poor performance on MOSL and/or course grades</p>	Tutoring, small group instruction	Push in, small group, One-to-One	After School & During School Day
Social Studies	<p>High School: Did not yet passed Regents; or failing core subject</p> <p>Middle School: Poor performance on MOSL and/or course grades</p>	Tutoring, small group instruction	Small Group and/or One-to-One	After School & During School Day

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>High School: Below grade level reading and/or not yet passed Regents</p> <p>Middle School: Level 1 on test and/or did not make 3 levels reading progress on Fountas & Pinell Running Record</p>	<p>Guided Reading, Reading Plus fluency builder, Wilson, Rewards, Great Leaps</p>	<p>Push in, small group, One-to-One</p>	<p>After School & During School Day</p>
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Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the 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>We are dedicated to recruiting, retaining and supporting high quality teachers for our students. Among the ways that we do this are by:</p> <ul style="list-style-type: none"> • Maintaining a Hiring Team and Focusing on High Quality Hires <p>We have a carefully calibrated hiring process that goes from phone screens to demo lessons to "wooing" high quality teachers to work at our school. Many of the best members of school staff as well as students and parents participate in this process, which is intended to get the best possible teachers to work with our students.</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).
<p>Providing team-based and external professional development and support</p> <p>We have intensive team-based and external professional development opportunities. Our teachers participate in at least five-hours per week of "common planning" in subject area and grade teams, in which they are supported by lead teachers and team members in working toward individual teacher and teacher team goals. We also provide external coaches and professional development opportunities (e.g. Teachers College, AVID, QTEL, CUNY MSP, New Visions LDC and A2i, and many more). Teachers receive extensive mentoring and support. They meet regularly in a new teacher group run by fellow teachers and they work regularly with their assigned mentors, including the mentor watching their class and giving feedback aligned to Danielson.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

n/a

Part 4: SWP Schools Only

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

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

n/a

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

We have a MOSL Committee and we discuss assessment regularly at our School Leadership Team meetings.

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	652,538.00	x	18
Title I School Improvement 1003(a)	Federal	n/a	n/a	n/a
Title I Priority and Focus School Improvement Funds	Federal	\$126,496	x	27
Title II, Part A	Federal	0	n/a	n/a
Title III, Part A	Federal	11,200.00	x	25

Title III, Immigrant	Federal	0	n/a	n/a
Tax Levy (FSF)	Local	3,984,494.00	x	22

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 8: 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.

East Bronx Academy for the Future

Parent involvement policy

This policy was put together in conjunction with the elected parent board members and presented to the general parent association members at the September 2013, meeting to be edited or voted

Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school and home;
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and are on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

Description of How School Will Implement Required

Parental Involvement Policy Components

1. East Bronx Academy for the Future will take the following actions to involve parents in the joint development of its parent involvement plan under section 1112 of the ESEA:

In the 2013-2014 school year we will conduct several community meetings, send out constant communications in the forms of letters, postcards, newsletters, calendars, phone calls, and e-mails in order to get notification out to parents.

2. East Bronx Academy for the Future will take the following actions to involve parents in the process of school review and improvements under section 116 of ESEA:

In the 2013-2014 school year we will conduct a review with parents present, at least three different learning walks to have parents involved with the process of qualitative assessment of instruction in our school. The school will also help with the facilitation and the distribution of the learning environment surveys. This will allow the school to have parents give qualitative assessment of instruction, safety, and culture of the school.

3. East Bronx Academy for The Future will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Parents will be notified through a monthly calendar, newsletter, letters, flyers, e-mails, and phone calls as to the date and time of meetings and workshops to address the implementation of any programs that school has to offer.

4. East Bronx Academy for the Future will coordinate and integrate Title 1 parental involvement strategies with parental involvement strategies:

Monthly parent workshops will be provided for all parents to develop knowledge of instructional program, assessments for city and state standards, Chancellor's Promotional Policy, and student Code of Conduct. There will also be provided with workshops that target specific parents such as, ELL and IEP workshops.

5. East Bronx Academy for the Future will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the revise, if necessary (and with the involvement of parents) its parental involvement policies.

Parental Involvement will occur through attendance at Annual Fall Back – to –

School night to present and discuss curriculum expectations. There will be a 6th and 9th grade orientation in the summer to prepare incoming parents and students on the expectations and responsibilities of the families. The school will also provide training programs for parent volunteers for the classroom and lunchroom. The parents association will facilitate fundraising events to support student achievement. We will also provide pilot programs for parents as reading partners. The school is equipped with wheel chair associability and elevator assess.

6. East Bronx Academy for the Future will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

i. the State's academic content standards

ii. the State's student academic achievement standards

iii. the State and local academic assessments including alternate assessments, the

b. The school will provide materials and training to help parents work with their requirements of Part A, how to monitor their child's progress, and how to work with educators: workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.

children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: Parents will receive progress reports through their children, through the mail and by using Skedula on a daily or monthly bases. This will give them a clear view of where their children are before they receive their report cards. Training workshops will be provided to help parents access their child's information on line, through grade book wizard, from their homes, or businesses. Parents will share responsibilities for student performance through Parent/Teacher Conferences, School Leadership Meetings, and Family Support and Intervention Conferences.

Discretionary School Parental Involvement Policy Components

The school Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the schools, in consultation with its parents, choose to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 118(e) of the

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title 1, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Providing necessary literacy training for parents from Title 3, funds, to those parents of English Language Learners, if the school has exhausted all other reasonably available sources of funding for that training.

- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Provide translation at meetings and to any materials that are distributed to parents;
- Adopting and implementing model approaches to improving parental involvement;
- Developing relationships with community based organizations in the community that will provide resources for parental involvement. This includes but is not limited to faith-based organizations;
- Provide other reasonable support for parental involvement activities under section 1118 as parents may request.
-

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>East Bronx Academy</u>	DBN: <u>12X271</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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>76</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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" 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>1</u>
of content area teachers: <u>1</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: _

English Language Learners from grades 6-12 will have the opportunity to acquire writing, reading, listening and speaking skills in order to improve their academic performance in the humanities and sciences as well as their state exam scores. Students will be split by grade level with two teachers (Brendaly Torres and Rodolfo Asencio) in the classroom. Students will be participating in these sessions during after-school hours from 3:00-5:00pm on Mondays, Tuesdays, and Fridays. All services will be provided in English as well as utilizing the Spanish language when needed for newcomer ELLs.

- In addition, they will practice their academic skills using academic interventions such as text-based discussions, independent reading, and math workshops. Based on the level of success achieved by the students and rise in NYSESLAT scores this program is designed to help these students achieve further success. The program structure will consist of targeted interventions with an ESL Specialist (Brendaly Torres) alongside collaborative planning with content area teacher (Rodolfo Asencio). The ESL specialist (Brendaly Torres) will also work collaboratively with the content area teacher during common planning time to scaffold classroom interventions for ELL students based on the QTEL model of interventions and SIOP practices.

- Intensive language development and enrichment activities through cloze reading practices and activities supported with iBooks on Mac computers, iPads and Mini-iPads will be provided for students. Students will develop their reading levels by increasing their academic vocabulary and reading fluency skills by practicing reading and writing skills. High interest at level reading will be the primary tool, which will increase in level as the students show language development. In addition, students will engage in structured content-based reading (i.e. math, science, history, etc.) discussion circles based on their individual book selection from the iBooks application library, and classroom library. Students will acquire content specific reading skills and vocabulary in order to explore essential understandings in science, math and social studies. Text selections will range from beginner to advance in order to meet students' language levels.

- Evidence-based writing projects will run parallel to at-level reading activities in preparation for the English Regents Examination and ELA State Exam. Part of our focus will be on acceleration of students' content knowledge.

-

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

Part C: Professional Development

Begin description here: During the 2013 – 2014 school year we sent a total of 3 teachers to receive training in Quality Teachers of English Language Learners (QTEL) . Our goal for this year is for these trained teachers (Brendaly Torres, J.Erick Odom, Natalie Rynczak), along with our Learning Specialists and other staff members who are already trained in QTEL to turnkey the strategies and interventions they learned to other teachers during Subject Area team meetings which meet on Thursdays for an hour and thirty minutes.

- We will also take this time to train other teachers using this professional development as we have many first year teachers who can use the information gained through QTEL and the Teacher's College Reading and Writing project to address the learning needs of the ELL students in their classrooms. Teachers will receive Professional Development provided by the OELL to reach and help navigate the learning styles of the ELLs at East Bronx Academy. We have been working closely with Teacher College Reading and Writing Project for the past three years, and, this year, our TCRWP Consultant, Carla Espana, is a former ELL herself and pursuing a PhD in Teaching of English Language Learners. Carla Espana comes to East Bronx Academy to provide PD to teachers fifteen times a year for fifty-six minute sessions. During these sessions with Ms. Espana, teachers are learning how to scaffold the learning demands of students, how to create lesson plans that create active engagement amongst students, and providing how and where to locate reading material that can meet reading targeted for English Language Learners.

- The dates of these sessions are as follows: M11/24, W 12/3, W 1/7, W 1/21, M 2/9, M 2/23, M 3/2, M 3/23, W 5/6, W 5/13, M 6/4 from 1:30 - 3:00 p.m.

- Topics Include:

- Book Clubs and Partner Talk for English Language Learners
- Busting Myths About ELLs: What We Know About Multilingual Learners
- Embracing Digital Literacy and Classroom Technology
- The Art of Evidence-based Argument: Critical Reading

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:

Parents of ELLs have expressed interest in learning more about a variety of topics that would help them to better understand their children's schooling. We will provide monthly workshops, held on the first Wednesday of the month that take place during the hours of 6:00-7:30 pm, at the school about the variety of topics that would be of interest to ELL parents. These sessions will present information on a variety of topics including citizenship, the rights of ELL parents and students, use of New Visions student trackers and Skedula Program, and academic interventions parents of ELLs can provide at home. This will be in conjunction with Parent Association meetings. We will also focus on teaching parents about the technology resources they have available to them through the school in order to communicate with teachers as well as check in on their children's academic progress. Other topics will be determined by a survey of what parents would like to see covered at these workshops. These meetings are presented bilingually in which each parent of the meeting is translated to accommodate the parents. We will

Part D: Parental Engagement Activities

provide translation for parents at these meetings.

-
We will continue to offer our Adult ESL program to take place for two hours every Saturday, and will be taught by a certified adult ESL teacher (Brendaly Torres). These classes will teach Level 1 English and a beginner-intermediate component for those parents who have been taking this class with our school over the years. This class is designed for those parents who have had little or no exposure to English, including new arrivals or adults who have lived in the United States for many years but never formally studied English. Each unit of study branches from self to school, family, home, jobs, and community; thus giving ELL parents the vocabulary, grammar, and the expressions needed to communicate with the school community about situations and themselves. This year, the Office of Safety and Youth Development has also provided funds for mentoring during our Saturday Academy, via the Mentoring for Real program.

Part E: Budget

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

Allocation Amount: \$11200

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 	<u>\$8,241.60</u>	<u>160 hours of per session for ESL and General Ed teacher to support ELL Students and Parental engagment: 2 teachers x 16 weeks x 5 hours per week x 51.51 = \$8,241.60</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$1,480</u>	<u>To be used to purchase reading material for students.</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>\$1,480</u>	<u>Allocated for Cultrual Expierences/Excursions</u>
TOTAL	<u>\$11,200</u>	_____

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 12	Borough Bronx	School Number 271
School Name East Bronx Academy for the Future		

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 Sarah Scrogin	Assistant Principal Steven Brady, Catherine Mitchell
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Brendaly Torres	School Counselor Yolanda Nieves
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Marilyn Johnson
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	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	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	625	Total number of ELLs	75	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 checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <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	75	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**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	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	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: _____
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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														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)														0
Transitioning (High Intermediate)														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														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														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					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									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									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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
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				
Geography				
US History and Government				
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)								
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 assesment tools we use are F&P, NYSITELL, MOSL, and TCRWP. Through F&P assesment teachers are able to asses students which in turn gives the teacher valuable data on students' reading comprhension, decoding, phonological awareness and levels of fluency. The NYSITELL gives insight as to the student's level of Engelsih acquisition, MOSL determines the amount of growth each student has made in both reading and writing. The analysis of these various quantative date helps to infomr the school's instructional plan and provides a guide as to what interventions and next steps need to be taken to ensure student success. The constant monitoring of the data aids in creating and revamping the targeted instructional intervention plans.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
In looking at the data, students who scored an entering level on the NYSITELL in the lower grades showed a stead progress in phonological awareness and language acqisition. However, most of the students who received Expanding remained on the same level or digressed to a transitioning level. The data suggests that students continue to have difficulty with making meaning of texts and using literary strategies for literary analysis and evaluation. Further assitance with language exposure and idomatic language continues to still be troublesome for many students.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Approximately 50% of language levels are making progress and 13% are achieving a comanding level on the NYSESLAT. Many of the ELLs are remaining at the intermeidate and advanced levels.
- 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?
A. Across all grades levels we are noticing that, many students are remaining in the intermidiate and advanced levels. In addition, it has been noted that some students are digressing from advanced to intermidate.

B. During scheduled team meetings that takes place every Wednesday, teachers discuss the ELL periodic assesment and note the trends. The data is analyzed and used to inform professional deveopment, make adjustments to the curriculum, and provide targeted interventions to the ELLs.

C. In looking at the data, we are noticing that students are struggling with academic langauge. An emphasis needs to be put in place for further progress in strengthening writing conventations, inferencing, and understanding idioms. At the same time, we are noticing that students are making steady gains in 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](#).] This question does not apply.

6. How do you make sure that a student's new language development is considered in instructional decisions? Teachers work in teams, MS ELA and HS ELA, to adjust the curriculum to provide multiple entry points for language learners. In daily lesson plans, content and language targets are made explicit, SIOP, TCWRP, QTEL and AVID strageties are embedded into the lessons. To support ELLs who are on the emerging to transitional levels of second language acquisition, home langauge support is provided.

7. For dual language programs, answer the following:

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

This question does not apply.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). At different points in the school year, teachers analyze ELL periodic and formative assesments to montior the progress students are making and the efficacy of the programs that are put in place and the students' language developments. The teachers also look at writing performance tasks to determine if the strategies implemented are helping students progress to the next level. Teachers also use TCWRP reading and writing progressions to see where students are and to see where they need to go next.

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.

When a new student to the New York City Department of Education Public Schools comes to our school, Ms.Torres, a full-time certified ENL teacher administers the Home Language Identification Survey (HLIS) and conducts an informal oral interview in English and in Spanish as well (if needed). If the family's native language is a language other than a language one of our pedagogues speaks, the parent coordinator will call Translation Services in order to bring someone in to administer the HLIS in the student's native language. If the HLIS indicates that the student is potentially an English Language Learner, the ENL teacher will administer the NYSITELL (and LAB-R Spanish, if applicable) within 10 days if a language other than English is spoken, as identified in the HLIS. Before the NYSESLAT administration window opens, the ENL teacher runs the RLER report from ATS to identify the students are eligible to take the NYSESLAT exam. The ENL teacher then proceeds to meet with the ELLs in the school to discuss the format of the exam and explain how they will be assessed. Students will then receive schedules for each modality of the NYSESLAT. The ENL teacher administers the speaking portion one-on-one in a separate location, while the rest of the modalities are administered by the ESL teacher throughout the testing window in a separate location.

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).

Determining SIFE status begins after the HILS has been conducted and completed when the parent is asked of prior school of child. If there are any indications that the student had an interruption or inconsistencay in their formal schooling, we then proceed with the SIFE Identification Process for newly identified ELLs. During this process, we first administer the oral interview questions. Once a SIFE determination has been made and confirmed, we indicate SIFE status within 30 days of initial enrollment on BNDC screen ATS.

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).

As per 154.2, NYSITELL eligibilty for students entering school with an IEP from a United States School System must be based on the determination of the Language Proficiency team (LPT). The LPT is compromised of Sarah Scrogin (Principal), Catherine Mitchell (Assistant Principal), Brendaly Torres (ENL specialist and certified ENL teacher), the bilingual school psychologist, Rodolfo Ascencio

(certified bilingual Special Education teacher). The student's parent or guardian is also apart of the LPT. A qualified interpreter or translator will be involved with the meeting in the home language of the student and family. These procedures are to take place with a newly arrived student or a returning ELL student who has exited the NYC DOE school system for 2+ years. The LPT team will discuss if the student should take the NYSITELL. During this time, the LPT team will discuss the student's English Language Development, which includes a review of the student's history of language use both at home and school setting, the results from the initial individual evaluation conducted in accordance with procedure in the CR Part 200 that mandates assessments administered in the student's home language and data by the School Support team for Special Education. Based on all the criteria above, the LPT makes a decision as to whether or not the student has second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines the student may have second language acquisition needs the student must take the NYSITELL.

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.
Within 5 school days, if a student is deemed a non-ELL, the parent is notified via the Non-Entitlement Letter. This letter explains the non-ELL status of the student and the score the student received on the NYSITELL. Students who are deemed as entitled to ENL services, within 5 school days, the parent is notified via the Entitlement Letter. This letter informs them of child's score on the NYSITELL, the resulting entitlement of ENL services, and a brief description of the three program choices available to their child in the City of New York. This letter also informs parents of ELL parent orientation that takes place in mid September. Contact information is provided to the parent so that if this scheduled meeting does not meet their needs they are able to meet and hold an individual parent Orientation on Wednesdays during the allotted Parent Engagement time.
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).
At East Bronx Academy, we have established protocol and have assigned qualified and trained staff to manage the initial and re-identification process. Parents are informed of the right to appeal by one of the qualified school staff member. As per part 154.2, the re-identification process is for student who enter having a home language different than English. The school initiates a review of the ELL status determination upon written request of the student's parent or guardian. This process is to be completed within 10 school days.
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.
Twice a year, in the Fall and in the Spring, the parent coordinator and ENL teacher have a workshop to explain the three program choices for ELL students. Workshops are conducted in the parents' native language, and the content of the workshops is based on the EPIC toolkit. The workshop displays the program choices in oral, written and visual formats. Parents are shown the informational video clip obtained from the ELL page on schools.nyc.gov and in the EPIC toolkit. Parents are notified through phone calls, letters mailed home, and in some cases home visits are conducted to ensure all parents attend this workshop. We also hold a workshop when our school receives new students throughout the year, within one month of when the student enters. If a parent misses the workshops, we call them in for an individual meeting or one-on-one phone call.
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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
The parent coordinator sends out a mailing to all ELL parents that includes the Parent Survey and Program Selection forms and explains that the forms need to be returned to the school. We make sure the forms are returned within two weeks or by the time the parent workshop (as described above) takes place at the beginning of the year by reminding the students, e-mailing parents and by placing phone calls. Parents who attend the program choice workshop at the beginning of the school year are reminded at this time to turn in their forms if they have not done so already. If we still do not receive the forms, a home visit will be conducted.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
When a parent does not return the form within two weeks, the student is then placed in an ENL program. At East Bronx Academy, we currently do not have a bilingual program. This data is collected and saved on a GoogleDoc.
9. Describe how your school ensures that placement parent notification letters are distributed.
Once a student's placement has been determined, the school sends parents a placement letter, in parent's home language, informing them of the program that their child has been placed in.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL related documents are saved and stored in the student's cumulative record.
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.
In our school we have students separated by grade level to take the NYSESLAT exam. The exam is administered by a certified ENL teacher. Students are placed in a separate classroom to take the exam one section at a time. In addition to this, ELLs with disabilities

are given the test with their accommodations. For example, if an IEP reads that a student needs a scribe a scribe is provided. Students have a few days to complete the exam. They are given an appointment which indicates date, time, and location of the exam. A make-up date is also given on a case by case basis. For the speaking section, students are tested one-on-one by a certified ENL teacher. To test the other modalities, students are placed in a classroom according to their grade level and are given one section at a time. The students take one or two sections in a day. We do this so that students do not feel overwhelmed with the exam and take the exam with full confidence.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
To ensure that continued entitlement and transitional support is taken place, we as a school use the letter that is provided online on the DOE website before beginning the school year. Letters are sent in parent or guardians preferred language.
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).

A majority of parents have chosen the Freestanding ENL instructional program. In looking over the Parent choices, parents have consistently chosen Freestanding ENL. We have had one or two parents choose bilingual but we have helped parents in finding a school that offers this setting or we have tried to accommodate accordingly. Yes, our program models are aligned with parent requests. In addition, we offer tutoring after school not only based on the student academic need, but we also take into account parents' request on one-on-one tutoring.

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.
East Bronx Academy currently provides ELL services the ELLs across grades 6-12. The ESL teacher services these students using a Free Standing ENL model in which students are scheduled for an ESL period. This is in addition to receiving their ELA classes. Students are blocked together and travel together as whole in grades 6-8. In grades 9-12 the students travel as a whole for some classes and are placed in other classes based on academic need. If the non-traveling students are placed in other classes they are at least 3-5 ELLs in the classes to help support one another. Students are also placed heterogeneously.
 - 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)?
Students are scheduled for an ENL class in addition to their ELA class. This class is delivered by ENL Specialist (Brendaly Torres).
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.
The ENL Specialist, Brendaly Torres, uses implementations of the SIOP, QTEL and TCRWP to ensure that all content is delivered and comprehensible to all ELLs. These instructional frameworks assist the teacher in planning with a language focus but also ensuring that the content is accessible to all learners in the classroom. Language and Content objectives are made explicit so that students are aware of their learning. To monitor language acquisition, teachers use a variety of formative assessments in the literacy and content used in the classroom and across the curriculum.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We ensure that Spanish Speaking ELLs are appropriately assessed through the Spanish- LAB. Home language is given through translated material and bilingual glossaries.

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

The ENL teacher ensures that students are receiving language and content objectives. The ENL teacher makes sure that the students have addressed these targeted objectives by the end of class. In addition during Saturday Academy, the lessons of the week are re-enforced to make sure that students have a full understanding of what was taught as well as targeting the four modalities while learning.

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

A. SIFE students are identified at the beginning of the year by the ENL teacher. Once these students are identified, the ENL teacher meets with each grade team to talk about strategies to work with SIFE students. These students are provided additional academic instructional support after school by the ENL teacher, a Special Education teacher, and by peer tutors who are former ELL students. Online programs are also provided at level reading and writing activities that students complete 1-2 times a week. As the student progresses, the programs adjust to the students' reading and writing levels and provides appropriate materials.

B. In addition to ENL instruction during the school day, our newcomer ELLs receive additional support after and before school from the ENL teacher as well as peer tutors. Students also work with language buddies or teacher on learning activities focused on building fluency, early grade literacy, and language acquisition. Students work with technology to receive additional content specific support. They use online programs that are used to improve their writing practices and feedback is given to them in English and in Spanish. Reading passages are provided in English and in Spanish and a read aloud option is also available. Many of our newcomer ELLs also come before school for additional language development from the ENL teacher. Content area teachers meet with the ENL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.

C. These ELL students receive two English classes one is ELA and the other is an ENL class. They also attend after school where they receive academic interventions and additional support from the ENL teacher, Special Education teacher and peer tutors. Students work with technology programs to receive additional content specific support. They also receive reinforcement of the lessons that were taught throughout the school day. They also work on building academic language needed for their classes throughout the day. Content area teachers meet with the ENL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.

D. These ELL students receive two English classes one is ELA and the other is an ENL class. They also attend after school where they receive academic interventions and additional support from the ENL teacher, Special Education teacher and peer tutors. Students work with technology programs to receive additional content specific support. They also receive reinforcement of the lessons that were taught throughout the school day. They also work on building academic language needed for their classes throughout the day. Content area teachers meet with the ENL teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning. In addition to above mentioned programs, ELLs in 6-8 are invited to attend the SASF program which provides additional reading, writing and Math support for MS ELLs. ELLs in 9-12 are invited to attend the PHIPPS program which provides additional reading, writing and Math support for HS ELLs.

E. Former ELLs are provided with ENL instruction for 90 mins per week. This is in addition to having the choice to attend After school and/ or Saturday Academy.

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.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The ENL teacher provides academic interventions both inside and outside the classroom based on the students' IEPs and recommendations given by the Special education teacher. The teacher provides support with addition the the Special education teacher of using and creating UDL lesson plans, teaching techniques, SIOP, QTEL, TCRWP, AVID and small guided conferring lessons. Like other ELLs, they attend after school where they receive academic interventions and additional support

Chart from the ENL teacher, Special Education teacher, and peer tutors. Content area teachers meet with the ENL teacher and Special Education teacher once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning. The ENL teacher also collaborates with the Special Education teacher to ensure they are working towards the goals on the student's IEP.

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?
- The schools uses curricular, instructional and flexibility in scheduling to achieve their IEP goals and attain English Language proficiency. Through small group instruction, integrated co-teaching and ENL teachers provide the students with the least restricted environment.

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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> 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(u) 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.

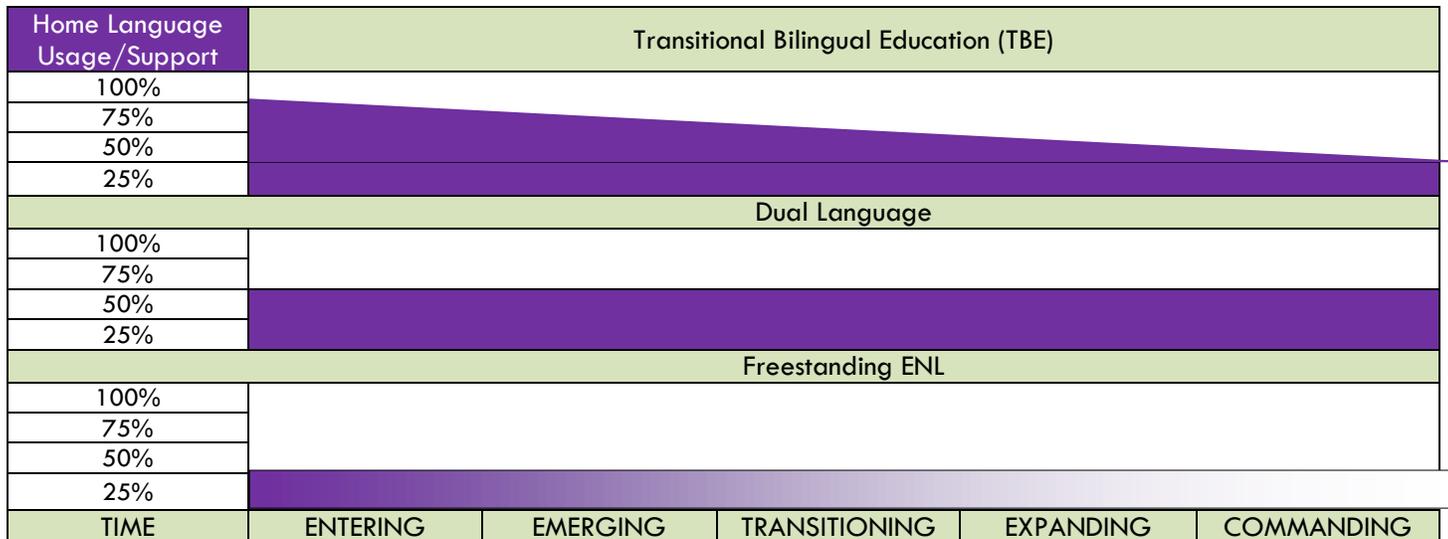


*Note: “other approved services” does not apply to New York City at this time.

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.
- Extended day program:
- Our extended day program meets after school during 8th period. Currently, all ELLs take part in 60 minutes of additional support per day working with teachers or participating in peer tutoring. We would like to expand the program by 60 percent so that all LTE students can take part in 100 minutes per day of extra support either before or after school.
 - Math and Writing skills: Based on a needs assessment of our 2014 NYSESLAT results and other data sources, our extended day program will focus on both writing and mathematics literacy. In the additional time scheduled, ELLs will focus on improving their writing skills, mathematics proficiency, and math fact fluency by working with online programs.
 - Peer Tutoring: We would also like to expand our after school peer tutoring program, in which former ELLs tutor current ELLs, to include extra support in all subjects. Teachers of this program will take part in Professional Development to develop ELL teaching strategies.
- During the school day:
- We utilize a free standing ENL class in addition to an ELA class in grades 6-12 to provide ELL services during the school day. The ENL teacher and the content area classes meets with the general education teacher for an hour a week. We would like to add to these services by providing LTE students with small group instruction focusing on math, writing, and reading interventions.
 - ELL students will be instructed by an ENL teacher for an hour in small group instruction and conferring techniques.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The NYSESLAT exam is showing that our students are making growth which is the goal of every teacher for her ELLs. Although we are not seeing this happen as quickly as we may want we see that improvements are being made. Any gains that the students are making are because of the hard work being put in by our teachers and students, which is reflected on the NYSESLAT exam.
12. What new programs or improvements will be considered for the upcoming school year?
- We are looking to add an additional ESL teacher.
13. What programs/services for ELLs will be discontinued and why?
- At this time, we do not have any programs that 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.
- SASF and the PHIPPS (after school programs) have bilingual teachers. In this fashion, ELL's are encouraged to attend the program designated for their grade level. These programs offer an array of sport teams that students can participate in. In addition, ELL students receive modified schedules whenever possible and necessary where they can attend after school tutoring with the ESL teacher as well as sports teams and/or other social clubs with in the school.
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.
- In all classrooms we have digital projectors, document cameras, Ipads and laptops that are accessible to students at all times.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Students have the ability to read books in their native language as well as the ability to write in their native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- According to the work that we do we make sure that it is always grade level and age appropriate. To assist with this matter, we use Fontas and Pinell to assess students reading level and make reading books available to them according to what they are able to read.
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).
- Our school offers many after school activities in which we encourage the students to attend. Some activities that we have are track, soccer, baseball, basketball, student government and a few others. For our new ELLs we encourage them to join at least one activity so that they can learn more about American and social culture.
19. What language electives are offered to ELLs?
- Spanish is offered as an elective.
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.)
Teacher Talk & Kid Talk: Our ENL and Learning Specialists will meet with subject area teachers 112 minutes a week during common planning. At these meetings, teachers pose questions about their teaching practice and discuss students who are struggling in their classes or need extra support. The ENL teacher and Learning Specialists share specific interventions and ELL strategies teachers can use in their classes to support their work and their students.

Our staff meets an hour a week for Professional Development in grade-level team, subject area teams, or as a whole school. The ENL and Learning Specialists will provide Professional Development during this time at least once a month by presenting strategies and interventions that will support our ELL, including our LTE, population. The weekly Adult Learning time will also be a place for teachers to turnkey “best practices” learned at QTEL and for the Inquiry Team to present information to the whole staff.

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?
We are committed to implementing the principals of QTEL in all classrooms by having at least 2 teachers per content area (8 total) trained in QTEL every summer. These trained teachers, along with our Learning Specialists and other staff members who are already trained in QTEL, will turnkey the strategies and interventions they learn to other teachers during Adult Learning, Inquiry Team meetings, subject area team meetings, Teacher Talk, and Kid Talk. During the 2014 – 2015 school year we sent a total of 3 teachers to receive training in Quality Teachers of English Language Learners (QTEL). Our goal for this year is send other teachers to also receive training. Through this training we have seen ELLs make tremendous gains in and outside the classroom. We also would like to extend this offer to other teachers using this professional development as we have many first year teachers who can use the information gained through QTEL and the Teacher’s College Reading and Writing project to address the learning needs of the ELL students in their classrooms. Teachers will receive Professional Development provided by the OELL to reach and help navigate the learning styles of the ELLs at East Bronx Academy. We have been working closely with Teacher College Reading and Writing Project for the past three years, and, this year, our TCRWP Consultant, Carla Espana, is a former ELL herself and pursuing a PhD in Teaching of English Language Learners. Carla Espana comes to East Bronx Academy to provide PD to teachers fifteen times a year for fifty-six minute sessions. During these sessions with Ms. Espana, teachers are learning how to scaffold the learning demands of students, how to create lesson plans that create active engagement amongst students, and providing how and where to locate reading material that can meet reading targeted for English Language Learners.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We provide professional development on ELLs provided by the ENL teacher and Administrative Team at our August and September Adult Learning sessions prior to the start of the new school year.

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.

The ENL Coordinator will work with the Math and ELA departments to provide quality professional development to ENL teachers.

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?

Parents of ELL students have expressed interest in learning more about a variety of topics that would help them to better understand their children's schooling. We will provide monthly workshops at the school about the variety of topics that would be of interest to ELL parents. These sessions will present information on a variety of topics including citizenship, the rights of ELL parents and students, parent resources on ARIS, use of New Visions student trackers, and academic interventions ELL parents can provide at home. We will also focus on teaching parents about the technology resources that are available to them through the school in order to communicate with teachers as well as check in on their children's academic progress. Other topics will be determined by a survey of what parents would like to see covered at these works

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.

Records are kept on a Google Doc.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response to question here:

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

We put in place an adult ESL program to take place for three hours every Saturday, and is taught by a certified ENL teacher. These classes will teach Level 1 English and is designed for those parents who have had little or no exposure to English, including new arrivals or adults who have lived in the United States for many years but never formally studied English. Each unit of study branches from self to school, family, home, jobs, and community; thus giving ELL parents the vocabulary, grammar, and the expressions to talk about situations and themselves. In the final hour of the class, parents will have a civics component to assist them in learning about American culture as well as assist with the Citizenship exam.

5. How do you evaluate the needs of the parents?

We use surveys that are sent home and also handed out during monthly Parent Association meetings that take place the first Wednesday of every month.

6. How do your parental involvement activities address the needs of the parents?

Parent Workshops are conducted to provide them with the skills needed to assist their children at home. Adult ENL classes are also offered to all ELL parents and members of the community.

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.

Paste response here:

School Name: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	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: **12x271** School Name: **East Bronx Academy for the Future**
Superintendent:

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.learn DOE.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.

When a new student to the New York City Department of Education Public Schools comes to our school, Ms. Castillo, a full-time certified ESL teacher administers the Home Language Identification Survey (HLIS) and conducts an informal oral interview in English and in Spanish as well. If the family's native language is a language other than a language one of our pedagogues speaks, the parent coordinator will call Translation Services in order to bring someone in to administer the HLIS in the student's native language. If the HLIS indicates that the student is potentially an English Language Learner, the ESL teacher will administer the LAB-R (and LAB-R Spanish, if applicable) within 10 days if a language other than English is spoken, as identified in the HLIS. Before the NYSESLAT administration window opens, the ESL teacher runs the RLER report from ATS to identify the students eligible to take the NYSESLAT exam. The ESL teacher then proceeds to meet with the ELLs in the school to discuss the format of the exam and explain how they will be assessed. Students will then receive schedules for each modality of the NYSESLAT. The ESL teacher administers the speaking portion one-on-one in a separate location, while the rest of the modalities are administered by the ESL teacher throughout the testing window in a separate location. Twice a year, in the Fall and in the Spring, the parent coordinator and ESL teacher have a workshop to explain the three program choices for ELL students. Workshops are conducted in the parents' native language, and the content of the workshops is based on the EPIC toolkit. The workshop displays the program choices in oral, written and visual formats. Parents are shown the informational DVD in the EPIC toolkit. Parents are notified through phone calls, letters mailed home, and in some cases home visits are conducted to ensure all parents attend this workshop. We also hold a workshop when our school receives new students throughout the year, within one month of when the student enters. If a parent misses the workshops, we call them in for an individual meeting or one-on-one phone call. The parent coordinator sends out a mailing to all ELL parents that includes the Parent Survey and Program Selection forms and explains that the forms need to be returned to the school. We make sure the forms are returned within two weeks or by the time the parent workshop (as described above) takes place at the beginning of the year by reminding the students, e-mailing parents and by placing phone calls. Parents who attend the program choice workshop at the beginning of the school

year are reminded at this time to turn in their forms if they have not done so already. If we still do not receive the forms, we will conduct a home visit.

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.

English
Spanish
Wolof

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.)

Newsletters & Calendars (monthly)
Parent-Teacher Conference Announcements
After-School Program
New York State Testing Information
Letters from Teacher Teams/Curriculum Information

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 Association - 1st Wednesday of Each Month at 6 p.m.
Parent Teacher Conferences
Attendance Teacher Calls
Guidance Calls
Teacher Parent-Outreach Calls

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.

We will use the DOE Office of Translation and Interpretation Unit for languages only (Wolof) in House Translation by School Staff (Spanish). School staff do the vast majority of translating of written communication and 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.

We will use the Translation and Interpretation Unit for translation that is Over-the-Phone (Wolof) and school staff for interpretation that is in Spanish either over the phone or in person (Spanish)

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.)

We will use the Translation and Interpretation Brochure as well as do a professional development at team meetings and via email.

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

We have met all of the above requirements and posted our Welcome Posters, Parents Bill of Rights, have copies of guides for Language Access accessible and keep ID guide in SSA desk and Main Office.

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)

we will use the parent survey to gather parent feedback.