



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

09X303

School Name:

I.S. X303 LEADERSHIP & COMMUNITY SERVICE

Principal:

PATRICIA BENTLEY

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Leadership and Community Service Academy – CIS 303 School Number (DBN): 09X303
Grades Served: 6 – 8
School Address: 1700 Macombs Road, Bronx, NY 10453
Phone Number: 718-583-5466 Fax: 718-583-2463
School Contact Person: Patricia Bentley Email Address: pbentle@schools.nyc.gov
Principal: Patricia Bentley
UFT Chapter Leader: Samantha Cato
Parents' Association President: Goldie Wright
SLT Chairperson: _____
Title I Parent Representative (or Parent Advisory Council Chairperson): Amanda Agosto
Student Representative(s): Jalyssa Laboy
Delkis Delacruz

District Information

District: 09 Superintendent: Leticia Rodriguez-Rosario
Superintendent's Office Address: 1245 Washington Avenue, Bronx, NY 10456
Superintendent's Email Address: Lrosario2@schools.nyc.gov
Phone Number: 718-579-7143 Fax: 718-410-7017

Borough Field Support Center (BFSC)

BFSC: Bronx District 9 Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10548

Jruiz2@schools.nyc.gov

Director's Email Address:

718-826-7776

718-583-5975

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Patricia Bentley	*Principal or Designee	
Samantha Cato	*UFT Chapter Leader or Designee	
Goldie Wright	*PA/PTA President or Designated Co-President	
Josephine Barreto	DC 37 Representative (staff), if applicable	
Amanda Agosto	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jalyssa Laboy	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Delkis Delacruz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Damen Davis	Member/Teacher	
Katherine McMurray	Member/Teacher	
Asa Henry	Member/Teacher	
Hayley Inman	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sabrina Askin	Member/Parent	
Sharon Grandberry	Member/Parent	
Naira Ramirez	Member/Parent	
Tammy Truesdale	Member/Parent	
Warren Sims	Member/Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

CIS 303 is a school that lives its mission. We educate the whole child in a nurturing environment, and have built an extremely strong, trust based, team driven, learning community of staff, students, and families of which we are very proud. Ninety percent of our former 8th grade students are on track in high school for graduation and we attribute this to our curriculum, instructional practices and systems and that support strong academic, social, and career and college readiness programs.

The school population comprises 23 % Black, 76% Hispanic and 0.7% White students. The student body includes 15% English language learners and 31% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2013-2014 was 93%.

Our school has been at the forefront of the implementation of the Hochman Basic Writing Skills (BWS) program in NYC and this has been integrated into ELA, Social Studies and Science curricula. Our Strategic Inquiry partnership with Baruch College's Nell Scharff Panero continues this year in a less formal manner as Ms Scharff Panero is heading up the work in NYC renewal schools and is not operating an inquiry this year. In spite of this, we are still receiving professional development from her and sharing the our work with her.

We continue our partnership with a Creative School Services consultant that has enabled us to develop curriculum and assessment tools along with implementing the Hochman program. Finally, we have a partnership with two other middle schools that are implementing Hochman. These schools, Evergreen Middle School in Brooklyn and The Highbridge Green School in the Bronx share inquiry data and ideas as well as provide an opportunity for inter- school visitations.

Progress Made to Date

Rigorous Instruction

In the last year, while our ELA and Math proficiency levels are still in need of significant improvement, we can see the signposts for sure progress by comparing our median adjusted student growth data. In ELA, our median adjusted growth was in the 68th percentile of our peer group and, while our lowest third was at the 64th percentile . Significantly, this datum compares very favorably with the city growth score; our lowest third growth was at the 72nd percentile in comparison to the city.

In mathematics, we saw even stronger growth in proficiency; the median adjusted student scores were at the 78th percentile of our peer group and at the 41st percentile compared to the city. In relation to growth, we were at the 91st percentile of our peer group and at the 81st percentile in comparison to the city.

Markedly, our lowest third growth in mathematics also compared strongly with to city growth, being at the 84th percentile. These figures bear out the fact that we are making slow but steady improvement across these two subject areas

The NYDOE Quality Schools Guide and Snapshot provided the following data, showing how well our school is progressing.

Student Progress 2014 State tests

- Improvement on State ELA test - All students Excellent
- Improvement of lowest performing students: Excellent
- Improvement on State Math test - All students Excellent
- Improvement of lowest performing students: Excellent
- Improvement by student group on the State English test AND State math test compared to other students who scored at the same level last year
 - o English Language Learners: Excellent
 - o Students with Special Need: Excellent
 - o Lowest Performing Students: Excellent

The most recent quality review (QR) recognized our assessment practices and use of data to be well developed; we have a history of strong internal data tracking of specific skills, a practice that allows all teachers in the school to have shared understanding of the progress of their students in foundational areas.

Finally the School's 2015 quality review indicated the following strengths.

Effective School Leadership

In the past year, the school made excellent progress in developing and using assessment practices to drive instruction. The well developed rating in our quality review bears this out This element was specifically highlighted by the reviewer.

Strong Family and Community Ties

As for many years, our school has very high approval ratings from parents, but we aim to further develop our practices in this area. Our parental engagement committee will be our fulcrum for leveraging our current successes to further excel.

Collaborative Teachers

The strong teaming structure which we have developed underpins the curriculum, pedagogical and student support development that our school has successfully implemented over a number of years. In our recent Quality review stated, " Teachers are engaged in structured inquiry-based professional collaborations resulting in shared improvements in

teacher practice. The majority of staff profit from varied opportunities to share and develop strengths as individuals, leaders and members of the larger community." Teachers meet daily in grade teams engaging in inquiry, student work review and social and emotional student support

Trust

High levels of approval in this area were evident in the end of year surveys.

Supportive Student Environment

There are several key elements that contribute to our success in this area

- **Advisory program** This is a well developed program, improved over several years of implementation a solid part of the school culture. It provides opportunities to build strong teacher student relationships and understanding around both academic and social well being.
- **Student Representative Council (SRC)** The SRC is an active and strong contributor to school culture. Students are involved in decision making in relation to both social and academic issues.
- **Teach Like a Champion:** The school uses the Lemov text Teach Like a Champion to build a positive and emotionally constant environment, where error is normalized and students understand that as we learn we "Get it Wrong - Get it Right."

Key Areas of focus

Challenges

The average reading level of our incoming 6 th grade students this year was grade level 3.7, based on our internal Fountas and Pinnell reading assessments. Additionally, only 8% of our incoming 6th graders scored over an 80% on our math basic skills benchmark administered in September. This presents us with significant challenges that we strive tirelessly to overcome.

Teacher turnover continues to be high and this year we have 5 new teachers.

Focus Areas for this Year

Rigorous Instruction

Curriculum

In area of curriculum the school was rated proficient in our 2015 quality review. Considerable work has already been done on our Math and ELA curriculum, but the reviewers noted the need to continue to deepen questioning and extend this into all subject areas.

The school will work this year on further developing our rigorous curriculum in all areas to include rigorous questioning and discussion.. We will ensure all literacy staff are trained in the use of Hochman Basic Writing Skills Program, a key initiative aimed at moving our students' language acquisition and usage skills. Part of the training requires teachers to create relevant activities to reinforce key skills across all subject areas. Our mathematics

teachers will continue their work with the CMP curriculum with the support of Math in the City and Math for America resources and personnel.

Pedagogy

Our school was rated proficient in this area in our 2015 quality review . However; we recognize the need to further strengthen this . To address our desire to excel in this area, clear goals for curriculum development teams have been set. Professional Development in the area of questioning and discussion will include the strengthening of current school wide discussion protocols: Reciprocal Teaching (RT) and Analysis of Complex Texts (ACT), thorough sharing of good practice. As the school has developed very strong climate of trust, we will utilize our existing peer observation protocol, our demonstration teachers and regular videoing of good practice to pursue teacher collaboration around this objective.

In addition, we will introduce a school wide note taking protocol in social studies and direct our PD focus to honing questioning and discussion.

Based on our foci, we have adjusted our instructional focus for this year

instructional Focus 2015-16

Teachers will scaffold language instruction, writing instruction, and discourse to support the development of student thinking, syntax, and academic vocabulary

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.	H
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.	H
<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><u>Strengths</u></p> <p>One clear indicator of success in realizing our school's mission is our data that shows 90% of our former 8 th grade students earn enough high school credits in 9 th grade to be on track for high school graduation” (Middle School Quality Snapshot). This is 2% above the city average. Significant effort in social and organizational self management, built through our strong advisory program and is clearly paying off. Likewise, the use of our school developed units of study, emphasizing inclusive curriculum and heavy focus on writing and syntax, is making a difference as evidenced by our steadily increasing growth scores. In math, we were at the 91st percentile of our peer group and at the 81st percentile in comparison to the city (median adjusted growth). In ELA, we saw growth to the 68th percentile of our peer group all students and to the 64th percentile for our lowest third of our students in peer group (median adjusted growth- Principal Performance Review 2014-2015). Other evidence of progress is the Quality Review of 2015 in which the school was rated proficient. The report stated, "The school has a rigorous, coherent curriculum that is designed to systematically roll out skills and relevant understandings to all students in ELA and mathematics, linking key skills across subject areas and gradually increasing complexity across grade levels.' The schedule allows for student access to the arts and technology in each grade level during the course of the year.</p>		

The most recent QR recognized our assessment practices and use of data to be well developed; we have a history of strong internal data tracking of specific skills, a practice that allows all teachers in the school to have shared understanding of the progress of their students in foundational areas.

This review also recognized the strength of teacher teams at our school, stating that the school was well developed in this area. There are systems in place for teachers of non core subjects to make curricular links and deepen the use of the BWS.

Most Recent Internal Data

**Reading
Benchmark
Summary
Base -
End line
growth in
years
Sept.
2014 -
June 2015
(based on
Fountas
and
Pinnell
Reading
assessment)**

S			
C	6 ^t	7 ^t	8 ^t
h	h	h	h
o	G	G	G
l-	r	r	r
w	a	a	a
i	d	d	d
d	e	e	e
e			
A	1	1	1
l	.	.	.
s	2	2	5
t	y	y	y
u	e	e	e
d	a	a	a

e n t s	r	r	r	r
	s	s	s	s
E L L	1	1	1	1

S W D	1	1	1	1

	4	1	8	3
	y	y	y	y
	e	e	e	e
	a	a	a	a
	r	r	r	r
	s	s	s	s

**Writing
Benchmark
k
Summary
Sept.
2014 -
June 2015**

**Base -
End line
growth in
years
(based on
School
CCLS
aligned
rubric)**

S c h o o l w i	6 th	7 th	8 th
	h	h	h
	G	G	G
	r	r	r
	a	a	a
	d	d	d
	e	e	e

	d			
	e			
A				
ll	1	1	1	1
s
t	5	3	7	4
u	y	y	y	y
d	e	e	e	e
e	a	a	a	a
n	r	r	r	r
t	s	s	s	s
s				
	1	1	1	1

E	2	0	5	3
L	y	y	y	y
L	e	e	e	e
	a	a	a	a
	r	r	r	r
	s	s	s	s
	1	1	1	1

S	2	0	3	2
W	y	y	y	y
D	e	e	e	e
	a	a	a	a
	r	r	r	r
	s	s	s	s

Commentary

Reading levels have improved more than last year. Two new strategies that we put in place last year (Leveled Literacy Intervention (LLI) for our lowest level readers and regular leveled Reciprocal Teaching) are likely responsible for this. In writing, the literacy focus on syntax has shown a similar trend across two years. We see maximum writing growth in 7h grade, after two years of Hochman BWS instruction. At the completion of our second year of Hochman BWS we are further refining our approach to ensure vertical coherence in application of the program skills.

Development in mathematics has been significant. 2014-2015 was our second year of implementing the Connected Mathematics 3 Program. Revising our lesson and unit plans from our first year of implementation resulted in much better pacing and more consistent implementation in 2014-2015. Our math department also revised our skills and CCLS tracking system in order to make it more transparent to students and to provide better consistency from 6th - 8th grade. We will continue to focus on these areas in 2015-2016.

Areas for improvement

The focus are identified by our most recent Quality Review was to develop teacher pedagogy.

To this end we will be providing focused PD in the questioning and discussion techniques and deepening the use of BWS within the science and social studies curriculum. Teams will work to review and improve the social studies and science curricula and review our common interim assessments to ensure alignment with BWS. The mathematics

department will further the development of CMP 3 mathematics units, focused around ensuring access for all students. This will include further work on our coherent approach to addressing numeracy deficits and logic and reasoning strategies in mathematics.

Part 2 – Annual Goal

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

By June 2015 60% students will have made at more than 1.2 years progress in writing as measured by internal benchmark assessments.

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>
<input type="checkbox"/> Use of the Hochman basic writing Skills Program across ELA, science and social studies. <input type="checkbox"/> Use of Connected Math Program 3 in mathematics.	ELL, SWD, All learners	Sept - June Sept – June	Creative School Services Consultant, Dept. Chairs SS Sci, Hochman lead teacher Peer Collaborative Teacher (Teacher Incentive Fund)
<input type="checkbox"/> Create independent PD Modules on Hochman Syntax development theory and practice <input type="checkbox"/> Provide teachers with opportunities to work through modular PD in study	Literacy Teachers Literacy Teachers All math teachers	August - December Sept - June Sept - June	CSS consultant Hochman lead teacher, AP ELA Peer Collaborative Teacher (TIF)

<p>groups sessions or independently.</p> <p><input type="checkbox"/> Focus math professional development on modifying CMP 3 investigations for high-need students and on developing numeracy, logic and reasoning skills for all students.</p>			
<p>Students with Disabilities, English Language Learners, and other high-need student subgroups</p> <p><input type="checkbox"/> Science teachers will develop student writing by using the Hochman Basic Writing Skills Program to</p> <ul style="list-style-type: none"> ○ use scaffolded instruction in writing of lab reports across the grades ○ provide practice in Hochman outlining and paragraph construction ○ model Hochman note taking ○ incorporate syntax development activities in science lessons <p><input type="checkbox"/> Social studies teachers will develop student writing through</p> <ul style="list-style-type: none"> ○ providing practice in Hochman outlining , paragraph and DBQ essay construction ○ teaching Hochman note taking ○ incorporation of syntax development activities in science lessons 	<p>SWD, ELL, Students scoring below grade level on writing benchmark assessment</p> <p>SWD, ELL, Students scoring below grade level on writing benchmark assessment</p> <p>All learners</p> <p>SWD, ELL students</p>	<p>Sept - June</p> <p>Sept - June</p> <p>Summer 2015</p> <p>August - June</p>	<p>CSS consultant</p> <p>Literacy Teams</p> <p>CSS consultant</p> <p>Literacy Teams</p> <p>SS and Science Dept. chairs</p> <p>Peer Collaborative Teacher (TIF)</p>

<input type="checkbox"/> Develop aligned common interim assessments in science and social studies <input type="checkbox"/> Math teachers will modify CMP 3 investigations to ensure access for high-need students. <input type="checkbox"/> Math teachers will provide differentiated practice and support in basic skills through the Accelerated Math program.			
<input type="checkbox"/> Share student progress reports with families monthly <input type="checkbox"/> Quarterly parent newsletter will be distributed each marking period to inform parents about current units of student, grade wide events, and ways to support their students at home	Families Families Families	September 2015 Monthly Sept- June 1 per quarter	Coordinator Hochman lead teacher Advisors Parental Engagement Team
<ul style="list-style-type: none"> • Use cycles of observation to monitor implementation • Weekly literacy inquiry meetings • Planning Team progress monitoring meetings 	All teachers Sc., S.S. and ELA T All teachers	Sept- June weekly every 6 weeks	Principal, AP, coaches Creative school Services consultant Planning Team

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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.

- CSS Educational consultant to support implementation of teachers in Hochman Basic Writing Skills Program
- Per session funding to enable teachers to meet collaboratively after school for review and revision of science and social studies curriculum.
- Per session time for teachers to meet and review and revise each unit of study based on student work products.
- Planning team to facilitate curriculum development (TIF)
- Provide time in embedded PD to work on curriculum development

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		21st Century	X	C4E
X	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.

- By Feb 2016, at least 4 Hochman Basic Writing Skills PD Modules will have been created and used.
- By Feb 2016 at least 60% students will have made at more than .6 years progress in writing as measured by internal benchmark assessments. Students who have not met this goal will be identified for further intervention.
- By Feb 2016, math teachers will have completed and assessed at least 3 units of study for each grade and identified students for further intervention.

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.	H
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.	H
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.	H
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.	H
<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>In all of our accumulated data over recent years, the supportive environment has consistently been demonstrated to be an area of significant strength.</p> <p>Data</p> <p>2013-2014 DOE Environmental Survey showed that the vast majority of students agree or strongly agree that</p> <ul style="list-style-type: none"> most of the teaching staff at the school believe students can do well (95%) most of the adults they see every day know their name (91%) most of the adults at the school care about them (89%) most of the adults keep them on track for college or career (87%) they feel welcome (89) they need to work hard to get good grades (99%) 		

- they are safe in their classes (91%)
- there is an adult they trust and can go to for help with a problem (87%)

Our advisory program has been based on the research by several groups of academics who have researched school (advisory) programs that build 'school connectedness'

- Fredricks, Blumenfield, & Paris, 2004; Hallinan, 2008
- McNeely & Falci, 2004; McNeely, Nonnemaker & Blum, 2002
- Blum & Libbey, 2004; Blum, McNeely, & Rinehart, 2002

Our 2015 Quality Review recognized our strengths on this area, rating the school well developed. However; there is always room for improvement and to this end our focus will be to deepen and strengthen our advisory program through revision of our Advisory Handbook. This revision will include the development of differentiated activities for each grade, clearly definition of the role of the advisor and provision of professional development for all advisors.

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.

By June 2016, the school planning team will develop and implement a review of our advisory program resulting in 85% of students reporting that: students are treated fairly, there is at least one adult that they can talk to about any issues they have, they feel supported by their advisors, as measured by our internal end of year student survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • 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>
<input type="checkbox"/> Survey teachers and students regarding current advisory program <input type="checkbox"/> Provide PD for new teachers on advisory rationale and current practice <input type="checkbox"/> Provide PD to teachers on program changes following research and review	<p>All Teachers</p> <p>Planning Team</p>	<p>June 2015</p>	<p>Principal</p> <p>Planning Team</p> <p>Mentor Team</p> <p>Planning Team</p>
<p>Students with Disabilities, English Language Learners,</p>	<p>All students</p>	<p>Summer 2015</p>	<p>Planning Team</p>

and other high-need student subgroups <input type="checkbox"/> Conduct review of daily advisory content by grade level			
Include time in advisory to <input type="checkbox"/> Allow for student self reflection on grades and progress	SWD ELLs	Monthly (Sept - June)	All Teachers
Include time in advisory to <input type="checkbox"/> Strengthen family links through regular progress report sharing <input type="checkbox"/> Share ongoing work at Family Curriculum Events	Parents	Sept - June	All Teachers
<ul style="list-style-type: none"> • Use cycles of observation to monitor implementation • Planning Team progress monitoring meetings 	All Teachers	Sept- June Every 6 weeks	Principal, AP, coaches Planning Team
Revise advisory handbook	All teachers	By March 2016	Advisory committee

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.
Planning Team to coordinate review Ensure school schedules allow time for daily advisory sessions Creative School Services Consultant Parent Engagement committee
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	X	C4E
X	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.

By February 2016, the advisory handbook will be updated and an internal student survey will have been completed by all students

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
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.	E
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).	H
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strengths</p> <p>Our 2015 QR acknowledged the strength of our collaborative culture with a rating of well developed.</p> <p>Our learning environment is excellent, and this is supported by our learning environment survey where our 86% of positive responses outscore the city average. Likewise the use of assessments has been highlighted by the recent QR a a clear area of strength.</p>		
<p>Needs</p> <p>In relation to curriculum, while we scored a proficient rating in our QR, we recognize that work is needed on our science and social studies curriculum to attain a well developed rating. This work will be one focus area for this year. Secondly, our cyclical inquiry process will be used to improve through trialling strategies that lead to multiple entry points for students with differing needs.</p>		

In mathematics, we will be working to further refine our use of CMP investigations to deepen student conceptual knowledge

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

By June 2016, the Planning Team, with support from the Creative School Services consultant, will design and implement an effective professional development program so that 70 % of teachers will demonstrate improved use of discussion and questioning protocols, as measured by the Danielson Framework (areas 3b and 3c) MOTP.

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><input type="checkbox"/> Use a cyclical inquiry based process to investigate and trial and evaluate variety for targeted questioning and discussion strategies to address gaps in students learning</p> <p>Provide explicit POD in building questioning and discussion through the use of TLLAC Ratio training - sessions to include "Everybody writes" , "Show Cal" and "Turn and Talk"</p>	<p>All literacy teachers</p>	<p>Sept- June monthly</p>	<p>CSS consultant</p> <p>Peer Collaborative Teachers and Demonstration Teachers (TIF Program)</p> <p>Peer Collaborative Teacher (TIF)</p>
<p><input type="checkbox"/> Maintain and improve peer intervisitation program</p>	<p>All teachers</p>		<p>Planning Team</p> <p>CSS consultant</p>

<input type="checkbox"/> Develop the school's video library of good practice with a focus on questioning and discussion <input type="checkbox"/> Math teachers will focus on scaffolding investigations to address the needs of all students and on developing supporting activities to address gaps in numeracy, logic and reasoning.	MT and PCTs All math teachers	4 cycles / year Sept - June Sept- June weekly	Peer Collaborative Teacher (TIF)
Students with Disabilities, English Language Learners, and other high-need student subgroups <input type="checkbox"/> Ensure all literacy teachers have access to differentiated PD in BWS Improve and refine the implementation of the Hochman Basic Writing Skills Program across curriculum to address the language needs of our ELLs and students with IEPs through regular analysis of student writing across the curriculum	ELL and IEP students	Sept - June	CSS consultant, department chairs Planning Team
<input type="checkbox"/> Parent quarterly newsletter -Include inquiry report	Families	Sept.	Parent Coordinator, Hochman Lead Teacher, Parental Engagement Committee
Conduct regular learning walks to monitor implementation of strategies being trialled and used. Review Inquiry meeting minutes at planning Team	All teachers Inquiry teams All teachers	September to June	Admin and coaching team Planning Team Teacher teams

meetings to ensure inquiry cycle is productive.			
Quarterly data review - use running record and writing trackers			
Use peer inter-visitation to enable teachers to reflect on their own and their peers' practice			

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.											
<ul style="list-style-type: none"> • Time during embedded PD will be allocated to the inquiry and peer observation. • CSS consultant • TIF Peer Collaborative Teachers and Model Teachers • Per session for after school meetings 											
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	X	C4E
X	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.
<ul style="list-style-type: none"> • All teachers have participated in at least 2 PDs on discussion protocols and/or questioning skills by February 2016. • By February 2016, at least 30 % of teachers will demonstrate improvement in questioning and discussion as measured by the Danielson rubric. • BY February 2016, literacy inquiry teams will have trialed at least two questioning strategies and reviewed and analyzed associated student work products. • By Feb 2016, student writing analyses in science, social studies and ELA will have occurred at least twice for all inquiry students. •

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).	H
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	H
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).	H
<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 school has a long history of strong leadership. The school mission, visions and goals have been collaboratively developed over time and the school enjoys a steady upward trajectory. This is the result of ongoing planning and teacher development. While we have large turnover, we have also developed a small core of highly effective teachers who take multiple leadership roles within the school.</p> <p>Our challenges revolve around the high teacher turnover, so our plan to maintain a laser-like focus on small number of high leverage areas is the best way to ensure fast acceleration of teacher effectiveness.</p> <p>In our recent QR , The area of school improvement was rated as well developed and was area of celebration. he recommended area of focus was pedagogy. This year we will use our strengths (systems, collaboration and culture) to support improvement in this area.</p>		

Part 2 – Annual Goal

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

By June 2016, administrators will have engaged in regular formal and informal observations followed by clear actionable feedback so that 70% of returning teachers will see an increase in their MOTP in at least one area.

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><input type="checkbox"/> Use ADVANCE teacher evaluation system to collect data on teacher performance</p>	<p>all teachers</p>	<p>Sept - June</p>	<p>Admin Team</p>
<p>Develop a system to track number of observations completed and include a check in on this calendar as</p>	<p>Admin</p>	<p>Sept- June</p>	<p>Admin Team</p>

a standing agenda item on the Admin team agenda.			
<input type="checkbox"/> Mentoring team to provide support for all new teachers <input type="checkbox"/> Plan PD that is responsive to teacher learning needs	new teachers	Sept - June	Mentoring team Planning Team
<input type="checkbox"/> Share CEP action plans with all stakeholders	staff families students	Sept- Oct .	Admin Team, SLT
<ul style="list-style-type: none"> Review performance tasks , interim assessments and observations to and track progress of sub-groups Share and analyze teacher performance data and determine specific areas for growth quarterly. Design next steps to improve individual teachers' performance (inter-visitation, PD, lead teacher / admin / consultant support etc. Maintain, review and adjust as required peer observation program 	SWD ELL all teachers all teachers	Sept – June	Planning Team Admin Team Planning Team

Part 4 – Budget and Resource Alignment

<p>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.</p> <ul style="list-style-type: none"> Planning Team Creative School Services consultant will provide targeted support in literacy instruction as required by the principal. Increase the frequency of admin meetings to enable regular progress monitoring
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

Part 5 – Progress Monitoring

<p>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.</p> <p>By February 2016, teachers who have shown no growth (excepting those who are already highly effective) as measured by the Danielson rubric will be identified.</p> <p>These teachers will meet with administrators to discuss further steps will be put in place to assist them to improve their practice.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.	H
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.	H
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.	E
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.	H
<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 school environment survey indicated that parent approval outscore that of the city average with 90%of parent providing positive responses.</p>		
<p>2015 Quality Review findings</p> <p>High expectations are consistently messaged to staff via the use of the Danielson Framework for Teaching in trainings and other modes of communication. Workshops update keep families apprised of student progress towards college and career readiness.</p> <p>Impact Structures that support the school's high expectations build buy-in and accountability amongst staff, students and their families, providing a clear direction towards elevated student achievement and college and career readiness.</p> <p>Evidence</p> <p>During interviews, staff and parents expressed that they strive for the best in all that they do and are appreciative to have stability with the staff and administrative team. The principal has been at the school for over a decade. Parent</p>		

workshops provide information regarding the importance of exam expectations, the Common Core Learning Standards and high school and college preparation.

Challenges

Our challenge is to further improve our family school connections. One area where we can extend our practice is in building parent and family knowledge of curriculum and school programs.

If parents know more about the work that their children are doing in school, and have tools available to assist them at home we anticipate that student achievement will improve. Our most important need is to better inform parents of the work being undertaken in each quarter and to provide them with different ways that they can support their child's learning.

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.

By June 2016, the parent engagement committee in collaboration with the admin team, will have planned and undertaken five parent events aimed at increasing parent awareness of instruction and providing tools for assisting their child's learning.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Hold monthly meetings to maintain and develop the parent engagement committee.</p> <p>Agendas will include idea generation, prioritizing planning, and after implementation, review and revision .Minutes will be</p>	<p>parents and families</p>	<p><u>Sept-</u> June</p>	<p>Parent engagement team</p> <p>Parent coordinator</p>
<p>Hold five parent activities to provide families with information and experience in:</p>	<p>Parents and students</p>	<p>Sept- June</p>	<p>Parent coordinator</p> <p>Principal</p> <p>Parent Engagement Team</p>

<p>Agenda :</p> <p>1) Current curriculum (CCLS) including Hochman BWS program</p> <p>2) Specific tools parent can use to raise their child's achievement. (reading support and at home)</p> <p>3) High school process and 8th Grade systems of support</p> <p>Behavior management processes and parent support</p> <p>Provide social activities for parents and students</p>			
<p><u>Use student teams to train new parents and families members on use of school's electronic grading system and school website.</u></p> <p>Students will work with visiting parents to train them to read and respond to their students grades and comments</p>	<p><u>parents and families</u></p>	<p><u>3 x year</u></p> <p>Parent teacher conferences</p>	<p>Parent engagement team</p> <p>SRC</p>
<p>Use Student Representative Council and National Junior Honor Society to support parent and family events through close liaison between Principal and SRC president.</p>	<p>parents and families</p>	<p>monthly</p>	<p>principal</p> <p>SRC president</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Parent Coordinator • Twice weekly after school Student Representative Council SRC and national Junior Honor Society (NJHS) meetings with facilitators • City Year Program personnel • per session for extended after school parent Engagement Committee meetings • Per session for SRC and NJHS facilitators • Refreshments for parent meetings 											
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
X	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.
By June 2016, the parent engagement committee in collaboration with the admin team, will have planned and undertaken two parent events aimed at increasing parent awareness of instruction and providing tools for assisting their child's learning.
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)	F and P reading scores Performance series reading Writing benchmark assessments	Leveled literacy intervention (LLI) Hochman Basic Writing Skills	Small group tutoring	during school day and after school
Mathematics	Math Benchmark assessment	Accelerated Math	Individual practice small group instruction	during school day and after school
Science	Science Benchmark Assessments F and P reading scores Writing benchmark assessments	Hochman Basic Writing Skills	Individual practice small group instruction	during school day and after school
Social Studies	Social Studies Benchmark Assessments F and P reading scores Writing benchmark assessments	Hochman Basic Writing Skills	Individual practice small group instruction	during school day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Attendance issues Behavioral concerns Academic concerns	At-risk counseling	Individual small group	before school during lunch

				during the school day
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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 have an established relationships with Teach for America and Teaching Fellows to recruit high capacity new teachers. These teachers are supported in school with a curriculum mentor and buddy teacher. Bi-weekly lunches with experienced teachers and close support from members of their Professional Learning Community (PLC) . We build capacity, retaining teachers through our PLC structures and our quality professional development. Our multiple PLCs provide in school leadership opportunities for teachers, building their skills as well as their commitment to out school. Cross curriculum inquiry develops high level engagement with pedagogy, encouraging teachers to try new ideas and measure their success though the analysis of data.</p> <p>We offer quality differentiated professional development, enabling teachers to extend their own learning.</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>Use of Creative Services consultant to provide PD for literacy teachers on the Hochman Basic Writing Skills Program. This will take the form of independently accessible video instructional modules, grade team, subject team and school-wide 'live' PD sessions, and one to one support as needed.</p> <p>Use of Uncommon School Teacher like a Champion PF modules to support teacher with management and organizational needs.</p> <p>Embedded PD in the form of regular team meetings in grade and subject teams will underpin the development, management and monitoring of: curriculum, student social and emotional support , and other key school programs that appear in our SCEP.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

Our PLCs are our principle structure for involving teachers in decision making of all kinds, including those decision regarding assessment and use of assessment data. Assessment data is shared with all staff using electronic means. Professional development includes regular viewing of this assessment data. There are also a number of standing and ad hoc committees that meet to consider and plan school programs and activities. The Principal's extended cabinet, the Planning Team, involves teachers participates in professional development planning and progress monitoring.

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	268,957.00		

Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	66,398.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,101,933.00		

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.

Parent Involvement Policy (PIP)

I . General Expectations

CIS 303 agrees to implement the following statutory requirements:

- o The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- o The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- o The school will incorporate this parental involvement policy into its school improvement plan.
- o In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- o The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- o The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- o Parental 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;
- ♣ that parents are full partners in their child’s education and are included, as appropriate, in decision-making and 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.
- ♣ The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. CIS 303 will involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA.
2. CIS 303 will involve parents in the process of school review and improvement under section 1116 of the ESEA.
3. CIS 303 will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
4. CIS 303 will coordinate and integrate Title I parental involvement strategies.
5. CIS 303 will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this 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 findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
6. CIS 303 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
 - b. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators.
 - c. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
 - d. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of

contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

e. The school will, to the extent feasible and appropriate, coordinate and integrates parental involvement programs and activities such as parent resource centers that encourage and support parents in more fully participating in the education of their children.

f. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses 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 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- o 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;
- o training parents to enhance the involvement of other parents;
- o 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;
- o adopting and implementing model approaches to improving parental involvement;
- o developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by parental participation. This policy was adopted by CIS 303 on September, 2005 and will be in effect for the period of 2015 – 2016. The school will distribute this policy to all parents of participating Title I, Part A children in the beginning of each school year.

School-Parent Compact (SPC)

[The Leadership and Community Service Academy – CIS 303 , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA)

(participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2015-2016.

School Responsibilities

The Leadership and Community Service Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

• Ongoing Learners

→ Once a month all teachers of the same subject will meet to reflect, share, and develop curriculum.

→ Students will be responsible for presenting twice per year on a topic about which they are passionate during advisory.

• Nurturing Community

→ The seventh grade will implement the Resolving Conflicts Creatively Program.

→ There will be one presentation or assembly per marking period addressing the social needs of students.

• Value of Achievement

→ There will be a ceremony once per marking period that recognizes students for both academic and non-academic achievement.

→ There will be a National Junior Honor Society with an inducted group of students from all grade levels.

• Self-Development

→ There will be at least one peer observation per teacher with feedback per marking period.

→ There will be at least three trips per semester that cover a wide variety of academic and non-academic activities.

• Willingness to do one's best

→ There will be progress reports given out to every student on the first school day of each month.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

September 17, 2015 from 6:00 to 7:30 (6th Grade)

September 22, 2015 from 6:00 to 7:30 (7th Grade)

September 29, 2015 from 6:00 to 7:30 (8th Grade)

November 19, 2015 from 1:10 to 3:10 and 5:30 to 8:00

February 11, 2016 from 1:10 to 3:10 and 5:30 to 8:00

March 31, 2016 from 5:30 to 8:00

3. Provide parents with frequent reports on their children's progress specifically, the school will provide reports as follows:

On the first Wednesday of every month, parents receive a written progress report. Parents also have the ability to log onto a website called TeacherEase to check their child's progress. The information includes attendance, test, quizzes, missing homework and behavioral logs.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Every Tuesday student conversations occur on each grade team. Parents have the ability to request a meeting during this time. In addition we have an open door policy. Parents are welcomed to come anytime and meet with any staff member regarding their child.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities , as follows:

Parents have the ability to participate in their child's daily activities. All they have to do is ask.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

Check student's planner daily.

View TeacherEase on a regular basis

Monitor attendance.

Review homework.

Monitor the amount of television their children watch .

Volunteer in the school .

Participate, as appropriate, in decisions relating to my children's education.

Promote positive use of my child's extracurricular time.

Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the DOE either received by my child or by mail and respond, as appropriate.

Make spontaneous visit to the school

Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

C.I.S 303 School-Wide Regulations

1. There will be **silent passing** in the halls. This will be observed by both students and staff.
2. No students are to be **in the hallway without a pass** for any reason. If your class does not have a pass – students are not to leave.
3. Students will **line-up in their classrooms** and will not enter the hallway until the full class is ready to exit. Teachers will not have students stand in the hallway unsupervised for line-up or any other reason.
4. **Dress-code will be strictly observed** . The dress-code is a white collared shirt (MUST have a regular collar like on a polo or oxford shirt) and blue pants/skirt (should fit properly and students will need to wear a belt if the pants are loose-fitting – dockers or dickies). The following procedures will be adhered to:
 - No colored shirts may be worn under white collared shirts
 - No jeans may be worn under academy uniform pants
 - No hoodies of any kind
 - Hoodies are to be placed in the closet first thing in the morning. If a hoodie is taken it will be returned in June
 - Only solid blue, black or white sweaters will be allowed
 - Gentlemen are to have their shirts tucked at all times
 - No Make-up
 - No large hoop earrings
 - Skirts not higher than 3" above the knee
5. Students will be sent upstairs beginning at 8:20 – **Advisory begins at 8:30** . Students will be marked late if they arrive to class after 8:33.
6. Students will **raise their hands to speak** , and will remain seated unless expressly instructed to do otherwise by their teacher.
7. **Chairs** will be put **up** and **floors** will be **cleaned** in every room at the end of every day.
8. Students are to come to the **cafeteria quietly** . They are to sit at their table with their class and wait quietly to be called onto line.

9. Students are to **leave their tables trash-free** . Teachers are to check to see that their class has removed all trash before they walk them upstairs.

10. There are to be **no cell phones** , if they are seen they will be confiscated.

11. There are to be **no electronic devices** (MP3, iPods, etc...) of any kind out or in-use during class time. No teacher is to give permission for any student to use an electronic device at any time other than lunch.

12. The **only** drink the students are allowed to bring to school is bottled water.

The Leadership and Community Service Academy will:

1 Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.

2 Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.

3 Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

4 Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

5 Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.

6 On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

7 Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

8 Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State’s high academic standards, The Leadership and Community Service Academy will:

1 Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams.

2 Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.

3 Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

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>Leadership & Community Service</u>	DBN: <u>09X303</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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>20</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 type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input 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: _____ The Title III Direct Instruction Supplemental Program will target long-term ELLs who are struggling to achieve the proficiency level on the NYSESLAT. The program will use a research-based curriculum designed specifically for ELLs; Scholastic's English in 3-D. The curriculum will develop reading, writing, speaking and listening skills. The program will use a variety of non-fiction texts that develop students' critical thinking skills and focus on reading for information. The rationale is that these students need direct instruction in academic language so that they can achieve proficiency before they exit 303 so they can be successful in high school. The student materials will be purchased using through Title III funds.

The program will target long-term ELLs in grades 6-8. The program will take place before school on Wednesdays and Thursdays from 7:30-8:30am - there will be 67 sessions.

The language of instruction will be English and instruction will be delivered by one certified ESL teacher and one ELA teacher. The teachers will co-plan and co-teach the program to ensure that all students receive language development from the ESL teacher.

The materials that will be used are the English in 3D workbook and the Issues text book, both from Scholastic and designed to be used together to develop language skills for long-term ELLs.

Part C: Professional Development

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

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

Begin description here: _____ The professional development funds for the Title III program will be used to provide per session to the ESL and ELA teachers delivering instruction.

Professional development funds will be used for the ESL teacher to provide PD about ESL strategies. The ESL and ELA teachers will participate in an on-going study of two texts to support ELLs and improve ESL instruction: Reading, Writing and Learning in ESL, and Making Content Comprehensible for English Learners: The SIOP Model. Teachers will meet every other Monday from 4:10-5:10 to discuss how they will use what they learned from the texts to improve instruction for ELLs. Once a month teachers will discuss how to align their study with the instruction of the English in 3-D program and incorporate these strategies.

Additionally, all school staff will be given opportunities to attend ongoing professional learning sessions offered by the Department of English Language Learners and Student Support (DELLS). All staff will be offered internal PD focusing on best practices and strategies for instruction for ELLs in their classrooms. The ESL teacher will turn-key information learned at all PDs during monthly grade-team meetings.

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: Involving parents in the school plays an important role in achievement for ELLs. At CIS 303 we invite the parents to become involved in many ways.

Throughout the year, parents are invited to attend various workshops, information sessions, and training sessions. All of these sessions have translation services. Events scheduled for the 2014-2015 school year are Meet the Teacher Night, Curriculum Nights, Gang and Violence Prevention, High School Information Sessions, and computer training for our online grade book. All parents have access to our online grade book, Teacherease. Teacherease is a valuable tool that allows parents to see grades, progress reports, and communicate with teachers. Teacherease is available in both English and Spanish. In teacherease, teachers write comments that parents can respond to and maintains a record of parent/teacher communication.

At 303, teachers meet regularly with parents to discuss their students' academics on an individual level. This year, the focus for parent involvement to impact higher achievement for ELLs is reading. Teachers meeting with parents of ELLs to discuss how they can support their child's reading skills even if they do not speak or read in English. Parents of ELLs are shown how to have reading conferences at home in their native language. Teachers receive training from the ESL teacher about informing parents which strategies they should be using. Additionally, teachers communicate with parents via individual goal sheets. The goal sheets for our ELLs have specific learning targets for ELLs, and again, we meet with parents about the goals and how they can communicate with their child about the goals. All teacher/parent meetings are translated/interpreted by a member of the 303 community when required. Parent Association meetings take place once a month and organized by the parent coordinator, Jacqueline Gonzalez. The meetings are translated into Spanish and all written communication is provided in English and Spanish. Parents are notified with flyers, monthly school calendars, and telephone outreach.

In addition to parent association meetings, there will be three workshops specifically for parents of English Language Learners. The meeting will take place in February, March and May. In February, there will be an information session for parents of ELLs about ESL classes for adults and earning a GED. In March the meeting will tell parents what they need to know about state tests (ELA, Math, Science and the NYSESLAT) and how parents can help their students feel prepared. In May, the meeting for parents of ELLs will focus on the transition to high school and how to support students through the transition, and how parents can stay informed of their student's ELL status.

Tentative Meeting Dates:

September 22, 2014

October 6, 2014

November 17, 2014

December 8, 2014

January 12, 2015

February 9, 2015

March 9, 2015

April 6, 2015

May 4, 2015

June 8, 2015

Part E: Budget

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 09	Borough Bronx	School Number 303
School Name CIS 303		

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 Patricia Bentley	Assistant Principal Monica Brady
Coach Ros Cooper	Coach Stephanie Lippman
ENL (English as a New Language)/Bilingual Teacher LaShawn Edwards	School Counselor Yvonne Butler
Teacher/Subject Area Danielle Lerro/ELA	Parent Goldie Wright
Teacher/Subject Area Bushra Makiya/Math	Parent Coordinator Jacqueline Gonzalez
Related-Service Provider Jonathan Seymore	Borough Field Support Center Staff Member type here
Superintendent Leicia Rodriguez Rosario	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	0	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	0

D. Student Demographics

Total number of students in school (excluding pre-K)	325	Total number of ELLs	52	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 type="checkbox"/>	10 <input type="checkbox"/>	11 <input 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	52	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	28
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	29	Long-Term (ELLs receiving service 7 or more years)	8

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	15		4	29		18	8		6	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

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

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							28	14	7					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	1						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)							4	1						0
Emerging (Low Intermediate)							1	2	1					0
Transitioning (High Intermediate)							4	1						0
Expanding (Advanced)							21	11	6					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	25	3			0
7	10	3			0
8	4	3			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	18		9		2				0
7	10		4						0
8	5		2						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.
 CIS 303 uses the Fountas and Pinnell diagnostic to assess ELLs' literacy skills. The diagnostic is given at the beginning, middle and end of the year to assess progress. The data from this assessment tool is used to plan instruction in reading and writing. This data allows the ESL teacher to plan for instruction. From this assessment, the ESL teacher is able to determine which ELLs require direct instruction in phonics, which ELLs require instruction in reading comprehension, and which ELLs require both. The reading data is shared with content area teachers so that they can plan literacy instruction. In addition to complex texts, content area teachers use this data to use appropriately leveled texts and materials for their students. Content area teachers also use baseline, midline and endline assessments to plan instruction and assess learning.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 After reviewing both the 2014 and 2015 NYSESLAT data, the trend is that our ELLs are deficient in the modalities of reading and writing; specifically writing. Many students are long-term ELLs who earn proficient or advanced on the listening and speaking portion of the test but remain ELLs because they scored as advanced or intermediate on the reading and writing portion of the test. Because so many of the ELLs at CIS 303 require reading and writing, ESL instruction emphasizes reading and writing skills while developing all of the ESL standards. Newcomers and students that have received a beginning score will focus on all four modalities.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 In the 2015-2016 school year, the ESL teacher will use the research-based Basic Writing Skills program to target students that are not reaching proficiency in academic writing. After reviewing the NYSESLAT data, the patterns are used to set objectives in each modality. Students are grouped by need and work on the objectives set for the modality in which they are deficient. Because so many of the ELLs at CIS 303 require reading and writing, ESL instruction emphasizes reading and writing skills while developing all of the ESL standards. Newcomers and students that have received a beginning score will focus on all four modalities. In the 2014-2015 school year, the ESL teacher will use the research-based Basic Writing Skills program to target students that are not reaching proficiency in academic writing. The AMAO tool indicates that 303 needs to focus on AMAO goal #2. That means we need to focus

on moving students from one level of proficiency to the next. We will do this by targeting the modality in which students must move to the next proficiency level and providing direct instruction in the identified modality. .

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

The pattern across all grades and proficiencies is that ELLs are scoring lower in the reading and writing modalities than the listening and speaking modalities. The ELL Periodic Assessments do not provide valuable data as compared with the in-school assessments and midline/baseline/endlines that are used at CIS 303. Additionally, the majority of ELLs at CIS 303 are English dominant and therefore Native Language assessments are not used.
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](#).]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
As the Common Core states, all teachers are literacy teachers. As a result, all teachers consider the ELLs' level of proficiency and makes instructional decisions based on the student data. The ESL teacher works with all content area teachers to ensure that they are planning instruction that has language objectives in addition to content objectives in order to support the second language development in all classes.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The program is evaluated by looking at individual students and their growth. Changes are made to the program based on the needs of students. For example, based on the NYSESLAT data indicating that students are deficient in the reading and writing modalities, the ESL program is focusing on conferencing groups that target specific reading and writing skills. Students are grouped by level in reading and writing. Each group has a set of language objectives based on formal and informal assessments. Additionally, ELLs are supported continuously through all academic years. Because it is a teaming school, there is open communication and conversations about all students and the services and support they require. Every student has electronic data recorded on a school-wide website that all teachers can access and update that is used from 6th - 8th grade. This data indicates current levels in reading, writing and math and reflects student growth as well. The records are used to plan and differentiate instruction for ELLs and provide an easy transition throughout grade levels.

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.
ELLs are identified at CIS 303 using the New York State LEP Identification Process. When a student is newly enrolled, the Home Language Identification Survey is administered. If translation services are required in Spanish, the Parent Coordinator is able to translate. If a language other than Spanish is needed, translation services are requested. If the home language is English, the student is not identified as an ELL. If the home language is other than English, an informal interview is conducted in English and the Native Language. If the student is found to speak a language other than English, the NYSITELL is administered by the certified ESL Teacher within ten school days. Additionally, if the student's home language is Spanish and it is indicated on the survey that the student can read and write in Spanish, the Spanish LAB-R is administered. Based on the NYSITELL score, the student is identified as Entering, Emerging, Transitioning, Expanding, or Commanding. Students that are determined to be ELLs receive the appropriate number of minutes (determined by level) and are evaluated annually using the NYSESLAT. Students will take the NYSESLAT annually until achieving Commanding in all areas. After they score Commanding they will receive two years of transitional services to include embedded ESL.

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).
When new ELLs are admitted to CIS 303, the ESL teacher interviews students that fit the criteria of SIFE (attended school in the US for less than 12 months, two or more years below grade level in home language literacy and/or two or more grade levels below in math) using the SIFE oral interview questionnaire. This questionnaire provides information about educational history and background. Additionally the teacher analyzes samples of student work from all content areas. SIFE status is determined based on the oral interview. Based on ongoing data collection and classroom-based observations, the final determination may be modified for up to one year.
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).
Following the completion of the HLIS, the LPT team (Assistant Principal - Monica Brady, Director of Special Education - Jonathan Seymore, Certified TESOL Teacher - LaShawn Edwards and the student's parent) work together to determine if the student is eligible for the NYSITELL. While working with the LPT team, translation services are provided to the parent if necessary so they can be fully included in the process. The LPT team informs the principal of the decision if the student does not take the NYSITELL and the principal determines eligibility and is sent to superintendent for review. The review process is completed within 20 days. If it is determined that the student will take the NYSITELL, the student will take the exam and the parent will be notified of placement within 5 days.
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.
Entitlement and non-entitlement letters are given directly to the parent. The ESL teacher and a translator explain the form and address any questions. When the form is signed and returned it is placed in the student file. Entitlement letters are sent home and copies are kept in the student file.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents are informed at the parent orientation that they have the right to appeal ELL status. Additionally, the ESL teacher keeps parents informed of their rights. Copies of letters are maintained in student files in the office.
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.
When new ELLs are admitted to CIS 303, the ESL teacher arranges a parent orientation with the parent in person or by phone at the same time she is scheduling the new student for the NYSITELL (historically there are very few newly enrolled newcomers that need to take the NYSITELL and therefore few parent orientations so they can be scheduled as needed to accommodate parents). The form letter identifying a student as an ELL will also be distributed to the parent. The parent orientation meeting is attended by the parent, the ESL teacher, and a translator, who is also knowledgeable about the program choices for ELLs. The ESL teacher and translator answer any questions he or she may have about the program choices. The parent is permitted to select the program choice at the meeting if he or she feels certain, he or she may take home the information to consider and return the selection form within the next week. If a parent does not return the program choice survey, the default program is bilingual. If a TBE/DL program becomes available and parents have previously selected TBE/DL, parents will be informed via letter that the program is now available.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
Program Selection forms are given directly to the parent. The ESL teacher and a translator explain the form and address any questions. When the form is signed and returned it is placed in the student file. Entitlement letters are sent home and copies are kept in the student file. If a TBE/DL program becomes available and parents have previously selected TBE/DL, parents will be informed via letter that the program is now available.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Return of all student documentation is tracked and monitored in the main office by the school secretary, Ms. Baretto. Phone calls home are made for those that are outstanding by Ms. Baretto to ensure that they are all returned (Ms. Baretto is able to communicate in both Spanish and English and if additional translation is needed it is requested).
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement letters are distributed directly to parents in the language that the parent indicated they speak on the HLIS. The certified ESL teacher ensures that placement letters are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Original ELL documentation is kept in the student's cumulative file. The ESL teacher and the secretary both have access to the files in order to file copies of letters, completed forms, returned surveys.
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.

The certified ESL teacher, LaShawn Edwards, uses the RLAT to determine student eligibility for the NYSESLAT and programs all eligible students to take the exam. All students are scheduled to take each section of the NYSESLAT during the school day. Make up sessions are scheduled in advance to make sure that any students that were absent for one part of the exam are able to make it up within the allotted window for the NYSESLAT exam. This ensures that 100% of students take all four parts of the NYSESLAT exam.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support letters are distributed directly to the parent in the language that they indicated they preferred on the HLIS. The ESL teacher distributes the letters and places copies in student files.
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).

Over the past three years parents of newly enrolled ELLs, parents have chosen the ESL program on the Parent Survey and Program Selection Form. As a result our program model of ESL is aligned with parent requests.

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.
Based on data provided by tests of English language proficiency, the ENL program at CIS 303 groups students by their level of English language proficiency within a grade level. These students are then serviced in classes by a certified ENL teacher. Additionally, the ENL teacher works with all content area teachers to plan differentiated instruction for ELLs in their content area classes. ENL instruction meets both State-wide content-area standards and State-wide ENL standards for students' development in reading, writing, listening, and speaking English. The ENL program provides the mandated students with either 180 or 360 minutes per week of language learning, based upon their proficiency level (Entering, Emerging, Transitioning, Expanding, Commanding).
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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' minutes are delivered through a combination of pull-out and push-in instruction based on their proficiency level of Entering, Emerging, Transitioning, Expanding, Commanding. Minutes are delivered by a certified ENL teacher.
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.
All students at CIS 303 participate in a Common Core aligned curriculum that includes English language arts, mathematics, social studies, and science, and ELLs take part in these classes along with their mainstream classmates. ELLs are working with complex texts and critical thinking discussion questions in all content areas. The ENL teacher works with the content area teachers to plan instruction that ensures that students have an entry point to the content. All teachers at CIS 303 participate in ongoing PD regarding ELLs, differentiation, Universal Design for Learning (UDL) and best practices for ELLs in the classroom. As a result, all ELL subgroups receive differentiated instruction in all of their content area classes while developing English language skills. Teachers incorporate Academic Vocabulary into their lessons in order to build vocabulary for all ELLs. Every classroom is equipped with a leveled library, and students read independently each day through the use of trade books that they select themselves in correspondence with their individual reading levels.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Native language is not taught at 303.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Speaking, listening, reading, and writing standards are taught by the ENL teacher and evaluated throughout the year. Skills are assessed using formative assessments to plan instruction. Running records are used to assess fluency and reading comprehension (reading and speaking), oral interviews (speaking and listening), and various writing tasks and benchmark paragraphs and/or essays depending on level (writing). Assessments are ongoing to plan instruction; benchmark assessments take place three times each year. The ENL teacher uses sample NYSESLAT tests to both assess students and prepare them for the annual NYSESLAT exam.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- ELL Subgroups**
- Newcomers:** New LEP students are given instructional and peer support to aid in their integration into the mainstream classroom community. Newcomers receive one on one instruction as needed to develop language. They receive phonics instruction, have access to listening centers and other technology geared towards supporting emerging language. In addition, new LEP students are paired with a native English speaker to explain the routines of the day and promote their understanding of classroom procedures. Newcomers receive the mandated 360 minutes per week.
- Developing:** Students that are developing receive support in developing their academic language. Using embedded language acquisition strategies, the ENL teacher teaches the Targets of Measurement.
- SIFE:** Students that are determined to be SIFEs are assessed using baselines in all of the content areas to determine if there are areas of significant gaps. Determination of need is made on an individual basis. Students may require one on one tutoring, small group instruction and additional time to learn material that they missed while they were not following the NYS curriculum.
- Long-Term ELLs:** Long-Term ELLs receive targeted instruction based on need. At the beginning of the year the ESL teacher determines need based on the base-line assessments. The ESL teacher follows the English in 3D curriculum designed specifically for long-term ELLs by Scholastic. This program integrates all four modalities and academic vocabulary.
- Former ELLs:** ELLs in years 1 and 2 after testing proficient are entitled to integrated ENL and receive extra time on all state and local assessments.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
- The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services and notify parents.**
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?
- ELLs with disabilities are serviced per their IEP. All teachers know who their ELLs with disabilities are and differentiate for their needs and use UDL strategies to support all learners. Teachers use the same curricular materials that other students use, but with modifications that allow students to access the texts and materials at their level. As per the Leading Advanced Literacy Guide to Promote ELLs' Achievement produced by the DELLS, ELLs and SWDs have access to the same complex texts and participate in the same critical thinking activities that their peers do. Teachers use language acquisition strategies and scaffolds appropriate to the activity to support language development. Students use MYON, an online reading program with embedded comprehension features and read aloud features, to increase reading level.**
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?
- ELL-SWDs are placed in the least restrictive environment according to their IEP. Curriculum and instructional teams design units and lesson plans to accommodate all learners. If an ELL-SWD has a flexible schedule, they move to other classrooms as needed for instruction. Many ELL-SWDs are placed in ICT classrooms where there is the support and flexibility of two teachers in the classroom at all times.**

Chart

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

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

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

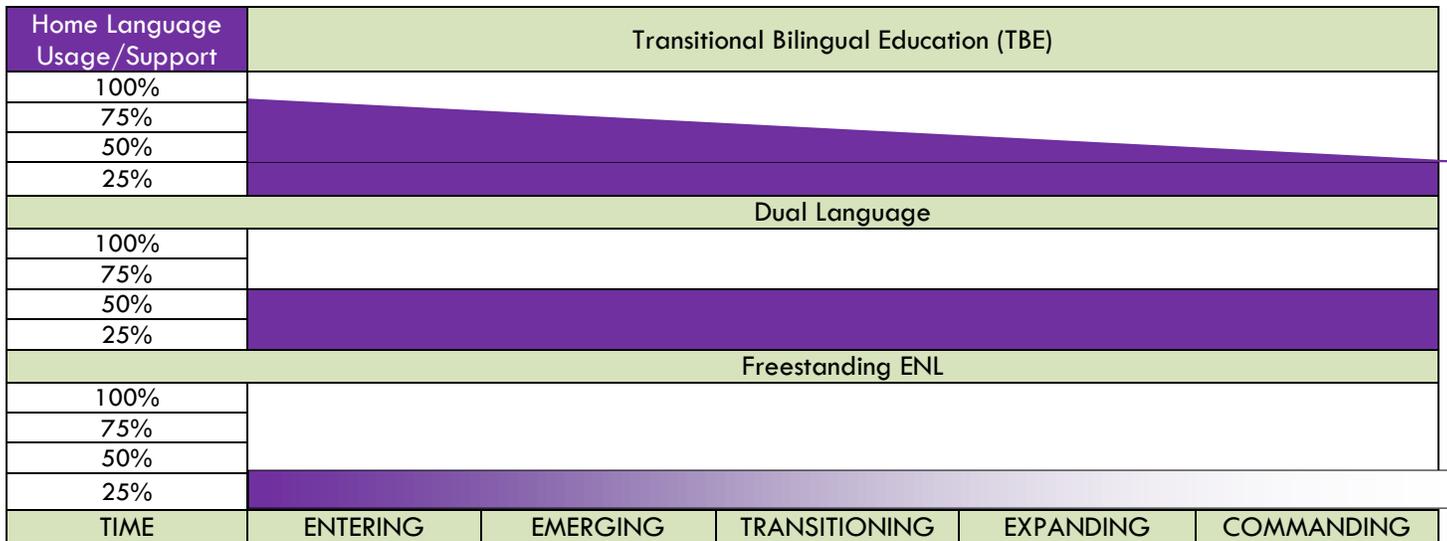


*Note: “other approved services” does not apply to New York City at this time.

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. CIS 303 uses several intervention programs to address the specific needs of ELLs including Wilson, Rewards, and T.I.A. These programs are used along with scaffolded instruction and specific skill-based instruction. Students at CIS 303 are offered academic intervention, resource room, after school programs, speech, guidance counseling, psychological services, occupational therapy, and nurse care as additional support services, and all services are available to ELLs as well as native English-speaking students.

Students are placed in intervention programs based on initial diagnostics which include a reading assessment (Fountas and Pinnell) and a math basic skills assessment. Based on this data, students are placed according to need. Groupings are flexible and students may be moved in and out of groups as they progress. In Science and Social Studies, teachers use the reading data because they are literacy content areas as well. Interventions in Science and Social Studies include small group instruction following a push-in model.

The supplemental language instruction program at CIS 303 will focus on direct instructional support in the areas of literacy and math, in addition to test preparation for the NYSESLAT exams and State ELA and math tests. These specific programs were chosen based on data provided by student results on the NYSESLAT and State ELA and math exams. For example, after-school programs will focus on language development and math skills. All LEP students and transitional ESL students will take part in the school-wide State test preparation program along with their native English-speaking peers, but they will also have two months after these exams to participate in test preparation and tutoring for the NYSESLAT exam that takes place in May.

After-school program for ELLs in 6-8: Tuesdays, Wednesdays and Thursdays, 3:15-4:15 pm

CIS 303 will use Title III money to provide an after-school program for ELLs in grades 6-8. The after-school program will take place three days a week from 3:15-4:15 pm. During this time a certified ESL teacher will work in cooperation with mainstream teachers to provide supplemental instruction in both literacy and math for ELLs. This program will provide additional support for students' language development and reinforce the standards-based math curriculum by focusing on the development of students' math vocabulary and basic skills.

After-school NYSESLAT test preparation tutoring for ELLs in grades 6-8: Tuesdays and Wednesdays, 3:15-4:15 pm

Starting in March, all ELLs will be invited to participate in an after-school test preparation for the NYSESLAT exam. This program will take place Tuesdays and Wednesdays from 3:15-4:15 pm for seven weeks prior to the NYSESLAT exam in May. During this time, a certified ESL teacher will help familiarize students with the test and lead students through practice test exercises.

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 ESL program at 303 has been effective meeting our ELLs needs. The school-wide data shows that ELLs perform nearly as well as their native English speaking peers. Some of the ELLs are the top performers on state assessments. On the 2012-2013 NYSESLAT approximately 20% of the ELLs tested Proficient, which is higher than the city average. School-based data indicates that ELLs are making progress in the targeted reading, writing, and math goals.
12. What new programs or improvements will be considered for the upcoming school year?
- In the 2013-2014 school year we have implemented an academic vocabulary program and the Basic Writing Skills program. Both of these programs have proven to be effective in developing reading, writing, listening, and speaking skills.
13. What programs/services for ELLs will be discontinued and why?
- No programs have been discontinued this year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- CIS 303 uses several intervention programs to address the specific needs of ELLs including Wilson, Rewards, and T.I.A. These programs are used along with scaffolded instruction and specific skill-based instruction. Students at CIS 303 are offered academic intervention, resource room, after school programs, speech, guidance counseling, psychological services, occupational therapy, and nurse care as additional support services, and all services are available to ELLs as well as native English-speaking students. Additionally, ELLs participate in Health, Physical Education, Art and Technology with their native English speaking peers.

After-school program for ELLs in 6-8: Tuesdays, Wednesdays and Thursdays, 3:15-4:15 pm

CIS 303 will use Title III money to provide an after-school program for ELLs in grades 6-8. The after-school program will take place three days a week from 3:15-4:15 pm. During this time a certified ESL teacher will work in cooperation with mainstream teachers to provide supplemental instruction in both literacy and math for ELLs. This program will provide additional support for students' language development and reinforce the standards-based math curriculum by focusing on the development of students' math vocabulary and basic skills.

After-school NYSESLAT test preparation tutoring for ELLs in grades 6-8: Tuesdays and Wednesdays, 3:15-4:15 pm
Starting in March, all ELLs will be invited to participate in an after-school test preparation for the NYSESLAT exam. This program will take place Tuesdays and Wednesdays from 3:15-4:15 pm for seven weeks prior to the NYSESLAT exam in Ma. During this time, a certified ESL teacher will help familiarize students with the test and lead students through practice test exercises.

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.
The ESL program at CIS 303 utilizes technology in a number of ways to make content more comprehensible for ELLs. Technology is used in all of the content areas. There are lessons delivered using SmartBoards, projectors are used to model work, listening centers are set up in classroom, students may check-out audio books and there are centers to work on oral language with a recording system. Additionally, teachers post webcast and reading assignments on-line with a link to a read aloud.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
303 does not have a native language program.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Support services and resources are leveled appropriately for the students' ages and levels. There are high interested libraries in each classroom that are age and grade appropriate. All teachers differentiate their lessons to ensure that ELLs are receiving the same content but at their language level so the material is comprehensible for them. All teachers at 303 provide all students with rigorous instruction by using complex texts and making them accessible using scaffolds as needed (that are removed as students acquire language). Additionally teachers use language acquisition strategies along with language and content goals to ensure that instruction is aligned to students' ages and grade levels.
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).
Students are invited to attend the summer orientation session where they will learn about the programs at CIS 303. At the beginning of the school year newly enrolled ELLs will be assessed and provided with services based on the previous year's NYSESLAT scores and the need determined by the school-based assessments. ELLs arriving throughout the year will receive an advisor, a student buddy, and will be assessed to determine placement and necessary supports.
19. What language electives are offered to ELLs?
Language electives are not offered.
20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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.)
All classroom teachers, administration and support staff at CIS 303 receive ongoing professional development. This professional development includes in-school mentoring lessons and meetings with certified mentors, as well as out of school workshops and conferences. Much of this professional development focuses on differentiated instruction in the classroom and UDL. Because most classroom teachers instruct ELLs as well as native English speakers in their classrooms, this professional development particularly benefits ELLs by giving mainstream teachers the tools to adapt daily lessons to fit their needs. The certified ENL teacher at CIS 303 also attends in-school mentoring meetings in order to streamline her lessons with the school-wide literacy curriculum and common core learning standards. CIS 303 is a PROSE school and therefore Professional Development takes place via job-embedded learning during the school day. Teacher teams meet daily and twice a week these meetings focus on professional learning.
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?

The ENL teacher attends professional development on the Common Core Learning Standards provided by the city and turn-keys the information to the staff (administrators, all teachers, guidance counselors, and secretaries). The ENL teacher supports content teachers in providing entry points for ELLs

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

When ELLs enter CIS 303 as sixth grade students, all teachers assist in the transition. For the first two weeks of school there are grade-wide assemblies to teach and practice daily procedures. During this time the ESL teacher meets with ELLs to introduce them to the CIS 303 culture and do an initial assessment of their needs. The ESL teacher meets with all staff members to identify ELLs and potential ELLs. At the end of 8th grade, the teachers articulate the needs of students to their high schools.

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.

At CIS 303 there are monthly PD meetings for the teaching staff. Twice a year these meetings focus on ESL strategies and differentiation. In addition, there are sessions given during school-wide retreats. Teachers receive specific ELL training through monthly meetings with the ESL teacher. The ESL teacher meets with each grade-level team to provide the required hours. These smaller meeting allow the teachers to focus on the needs of specific groups of students. Attendance is taken at all meetings and is maintained by the principal's secretary, Ms. Reyes, with the PD files.

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 ELLs are invited to come in to talk to the entire grade team of teachers during weekly student conversations during the school day. Parents also have a direct line of communication with the student's advisor and are invited in for meetings in to discuss progress with teachers and the ESL teacher. If necessary, translation services are provided for all parent meetings (the highest frequency language is Spanish and there are several staff members in the building that are available to translate, including the parent coordinator).

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 in an online gradebook, Teacherease, and every parent has access. Teacherease is translated into Spanish, the most frequent language among ELLs, and is available for translation for other parents. A hard copy is sent home once a month.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The Principal, Assistant Principal, ESL Teacher, Parent Coordinator, Related Service Provider, Guidance Counselor and parents are all considered "Partners" united in a common goal to see that our ELLs are prepared for High School. The ESL program at CIS 303 pays particular attention to increasing parent and community involvement in students' language development.

Every month there are opportunities for parents to attend workshops. These workshops are designed to provide additional information to ESL parents on the school curriculum and ELL-related topics. These workshops will give ESL students' parents a chance to ask questions about their children's work at school and language development, in addition to giving additional support to parents who may still be unfamiliar with the school literacy or math curricula. A translator will be available at all sessions to assist parents who do not speak English. Tentative topics for ESL parent workshops include:

- Workshops on state testing and promotional policy
- Helping your child gain literacy skills when you don't speak English at home
- Curriculum explanations for ESL parents
- ELL homework help

The Parent Association president and Parent Coordinator work together to invite CBOs to provide workshops at Parent Association meetings.

Parents are invited to complete surveys, attend SLT meetings and participate in the workshops listed above. Based on this feedback we are able to evaluate the needs and plan future workshops and events that will suit the needs of parents.

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?
N/A
5. How do you evaluate the needs of the parents?
The Parent Outreach Committee does quarterly surveys to assess the needs of all parents. Surveys are printed in both Spanish and English and are translated into other languages as needed.
6. How do your parental involvement activities address the needs of the parents?
Parental involvement activities are planned in response to survey results, ongoing conversations, and SLT meetings. If necessary, translation services are provided for all parent meetings (the highest frequency language is Spanish and there are several staff members in the building that are available to translate, including the parent coordinator). The parent coordinator attends all events, and in addition, does outreach in order to increase attendance.

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)
Patricia Bentley	Principal		1/1/01
Monica Brady	Assistant Principal		1/1/01
Jacqueline Gonzalez	Parent Coordinator		1/1/01
LaShawn Edwards	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Danielle Lerro	Teacher/Subject Area		1/1/01
Bushra Makiya	Teacher/Subject Area		1/1/01
Ros Cooper	Coach		1/1/01
Stephanie Lippman	Coach		1/1/01
Yvonne Butler	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: **09X303** School Name: **CIS303**
Superintendent: **L. Rosario**

Before you begin, please check the following:

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

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

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

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

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

Written and oral translation needs are determined using ATS reports. Both the RHLA and RPOB determine the language that is necessary to communicate with parents. Additionally, we use internal surveys to determine what language is preferred for both oral and written communication. This information is kept on file so that teachers can easily determine the preferred language for each individual student.

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 and Spanish

Part B: Creating a Communications Calendar

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

Calendars, parent-teacher conference announcements, after school program information, newsletters, calendars, NYS testing dates, PA meeting dates. All of these documents are handed out to students during their advisory period and collection of notification to parent is monitored by their advisor.

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.

Back-to-school night in September, DOE scheduled parent-teacher conferences, teacher phone calls home with progress updates, awards ceremonies

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.

All written communication is translated into Spanish. Written translation is completed by an in-house staff member.

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.

All oral communication is translated into Spanish. At all parent meetings and school events, a translator is provided. The translator is either a member of school personnel or a parent volunteer.

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.)

Staff will be informed at September PD through the provided information (T&I brochure and Language ID Guide) about how to use the translation services.

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

All parents are notified of translation and interpretation services. Signage is posted informing parents of the prominent covered languages indicating interpretation services. The administrative office is staffed by both English and Spanish speakers so that in case of emergency, parents are able to communicate with the school.

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)

Regular parent surveys are given in both Spanish and English to get feedback.