



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

08X376

School Name:

ANTONIA PANTOJA PREPARATORY ACADEMY: A COLLEGE BOARD SCHOOL

Principal:

NALINI SINGH

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Antonia Pantoja Preparatory Academy School Number (DBN): 08x376
Grades Served: Middle School/ High School 6-12
School Address: 1980 Lafayette Avenue Bronx, NY 10473
Phone Number: 718-824-3152 Fax: 718-824-3543
School Contact Person: Nalini Singh Email Address: NSingh4@schools.nyc.gov
Principal: Nalini Singh
UFT Chapter Leader: Ana Garcia
Parents' Association President: Elena Vila
SLT Chairperson: Ana Garcia
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 08 Superintendent: Dr. Karen Ames
Superintendent's Office Address: 1230 Zerega Avenue
Superintendent's Email Address: KAmes@schools.nyc.gov
Phone Number: 917-797-3983 Fax: 718-828-6239

Borough Field Support Center (BFSC)

Bronx Field Support
BFSC: Center Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-2760

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)
Nalini Singh	*Principal or Designee	
Ana Garcia	*UFT Chapter Leader or Designee	
Elena Vila	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Tequan Smith	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Nilka Rivera	CBO Representative, if applicable	
Chris Molloy	Member/ Teacher	
Yocasta Matos	Member/ Teacher	
Raquel Smith	Member/ Parent	
Jennifer Rosa	Member/ Parent	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

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

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

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

I. School Context

Antonia Pantoja Preparatory Academy (APPA) is located in the Soundview section of the Bronx and is co-located on the Adlai Stevenson Campus. APPA serves approximately 440 students in grades 6-12, with about 210 students on register for middle school and about 230 students on register for high school. APPA is currently in its 8th year and will graduate its 6th middle school cohort and its 2nd high school cohort at the end of this school year.

The demographic information for our current students is as follows:

- 49% males and 51% females
- 5.8% Asian or Pacific Islander
- 68% Hispanic
- 24% Black
- 1% American Indian or Alaskan Native
- .2% Native Hawaiian or other Pacific Islander
- 1% White
- 27% Special Education
- 13.5% English Language Learners

The school was founded on the principles espoused by Antonia Pantoja, the person for whom the school was named. The school's mission focuses on empowering students with a purposeful education and appropriate skills that allow APPA graduates to successfully navigate a society that is increasingly diverse, technological, and multicultural. In order to prepare students for such a reality, the academic priorities are supported with integrated service learning. Through the school's curriculum and service learning experiences, the goal is to foster students who value citizenship, scholarship, and integrity, the core values of the school.

The 6-12 model affords the school more time to nurture students to meet the expectations of the school mission. The school has been working on creating a cohesive 7 year plan through innovative programming, strong partnerships, and creative service learning opportunities.

APPA's innovative programming decisions center around the following:

- Balance Literacy approach for ELA in grades 6-9. Students will be given additional support in reading and writing to navigate the change in Common Core Learning Standards and expectations

- providing teachers in all core content courses (ELA, math, social studies, and science) 90 minutes a week to meet in Professional Learning Communities and 2 periods a week for common plan time
- accelerating students in 8th grade by offering high school courses such as Common Core Algebra, US History, and Earth Science
- co-teaching model classes with 2 general education teachers in courses such as physics, earth science Common Core Algebra, and ELA
- including rigorous curricula for high school students by adding courses such as physics, AP Language and Composition, and AP Calculus

APPA also continues to foster strong partnerships to address the social-emotional needs of our students.

- The Young Men’s Christian Association (YMCA) has been the school’s main Community Based Organization (CBO) since 2010. The organization serves approximately 100 students and provides them with homework help and extracurricular activities. The YMCA also runs the Y Scholars program where YMCA employees assist teachers in their classes throughout the regular school day.

- New York University School of Social Work Step Up Program provides individual and group counseling to support students’ academic and/ or social emotional needs.

- Good Shepherd Services Ernst and Young Mentoring Program matches students with mentors from the company to develop positive one-on-one, career focused relationships with students.

- Healing Arts Initiative through the Department of Education’s Office of Youth Development focuses on providing support for students in temporary housing.

- Partnership with Montefiore Clinic to meet the medical needs of our students.

As part of the school’s mission, APPA offers students with service learning opportunities. Such initiatives include:

- Community Service where students assist faculty and staff with the needs of the school and provide them with opportunities to gain workplace learning experience.

II. School Strengths, Accomplishments, and Challenges

- YMCA Partnership longstanding partnership that we’ve had with the YMCA. This partnership provides both the academic and social-emotional supports that students need. The YMCA does not only provide support after school, but the addition of the Y Scholar Program allows the Y staff to truly be part of the APPA community as they assist teachers and students during the school day within classes.

- APPA faced a change in Leadership.

- Improving Culture indicative of the Talent Show, Career Day
- The faculty and staff are challenged with the new changes that have been implemented especially around building their capacity to work in teacher teams and teaching in 90 minute blocks for ELA and math classes. While the school has been working on incorporating the CCLS into the curriculum, the transition has been inconsistent among different departments.

III. DTSDE Tenets

Based on the feedback from the 2014-2015 Alternate School Quality Review, the areas where the school demonstrated growth was in Tenet 2: School Leader Practices and Decisions and Tenet 5: Student Social and Emotional Developmental Health. Specifically, the growth area was in 2.4 around observing teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection. This was evidenced in the 82% of teachers from the previous year who received an Effective or Highly Effective end of year rating. Within Tenet 5, the specific area of growth was in 5.2 around maintaining a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults. This was attributed to the strong partnerships within the school such as YMCA, Step-Up.

Our instructional focus for this year is aligned to Tenet 3.3: teachers ensure that unit and lesson plans are appropriately aligned to the CCLS and introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content. We are leveraging Monday Professional Development time and our PLCs to refine and revise curriculum so that unit and lesson plans culminate in rigorous performance tasks, whose rubrics enable students to see how their work meets the demands of the CCLS or where it needs improvement.

08X376 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08,09,10,11,12	Total Enrollment	440	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	1
Types and Number of Special Education Classes (2014-15)					
# Special Classes	9	# SETSS	N/A	# Integrated Collaborative Teaching	31
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	N/A	# Drama	7
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	81.3%	% Attendance Rate	86.7%		
% Free Lunch	63.3%	% Reduced Lunch	1.5%		
% Limited English Proficient	9.9%	% Students with Disabilities	28.1%		
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American	23.8%		
% Hispanic or Latino	70.6%	% Asian or Native Hawaiian/Pacific Islander	4.5%		
% White	0.6%	% Multi-Racial	N/A		
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.25	# of Assistant Principals (2014-15)	2		
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2		
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	19.0%		

% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)	1.61
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	17.8%	Mathematics Performance at levels 3 & 4	15.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	57.6%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	55.2%	Mathematics Performance at levels 3 & 4	50.0%
Credit Accumulation <u>High Schools Only</u> (2013-14)			
% of 1st year students who earned 10+ credits	55.0%	% of 2nd year students who earned 10+ credits	68.6%
% of 3rd year students who earned 10+ credits	62.5%	4 Year Graduation Rate	59.3%
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
<u>Accountability Status – Elementary and Middle Schools</u>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
<u>Accountability Status – High Schools</u>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A

Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

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# Special Classes	9	# SETSS	N/A	# Integrated Collaborative Teaching	31
Types and Number of Special Classes (2014-15)					
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School Composition (2013-14)					
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% Hispanic or Latino	70.6%	% Asian or Native Hawaiian/Pacific Islander			4.5%
% White	0.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.25	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			19.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			1.61
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	17.8%	Mathematics Performance at levels 3 & 4			15.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			57.6%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	55.2%	Mathematics Performance at levels 3 & 4			50.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	55.0%	% of 2nd year students who earned 10+ credits			68.6%
% of 3rd year students who earned 10+ credits	62.5%	4 Year Graduation Rate			59.3%
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Tenet 3: Rigorous Instruction</p> <p>1) Based on the Alternate quality review, the school needs to continue to work in teachers teams to refine and revise curriculum so that unit and lesson plans culminate in rigorous performance tasks, whose rubrics enable students to see how their work meets the demands of the common core learning standards(CCLS).</p> <p>2) The school needs to leverage the Monday professional development plan to focus on providing teachers with support around designing coherent instruction aligned to CCLS and the school’s instructional focus. Teachers will continue to engage in working within their department and grade teams to look at lesson plans and student work, specifically looking to see evidence of higher order thinking as defined by Depth of Knowledge and Hess’s Cognitive Matrix.</p> <p>3) Teachers need to meet in Professional Learning Communities(PLC) (both vertical and horizontal) and focus on aligning CCLS across grades 6-12. To support all learners, special education and ELL teachers will continue to provide differentiation strategies during these meetings as teachers discuss units of study and lesson plans.</p>		

4) The school needs to have systems and structures around assessment, such as a school wide assessment calendar. Teachers will need to administer and analyze pre-assessments and post-assessments that align to rigorous performance tasks.

5) Provide series of workshops to parents on the Core subject to support their understanding of the common core standards and the instructional shifts enabling them to support their children. These workshops will be held on Tuesdays during parent involvement time and hosted by subject teachers.

In order to improve in Tenet 3, teachers need support in building their capacity in aligning their curriculum to the CCLS. Currently the school is using CMP3 and Expeditionary Learning in the MS and Engage in the high school and need professional development around the school's curricular choices .

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.

During the 2015-2016 school year, our content teams will continue to work together to increase the rigor and coherence of our curricula so that it is strongly aligned to the CCLS and the instructional shifts which will result in a 5% increase of middle school students moving one level on the State Assessments by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The yearly Monday professional development plan focuses on providing teachers with support around designing coherent instruction aligned to CCLS and the school's instructional focus. Teachers will engage in working within their department and grade teams to analyze lesson plans and student work, specifically looking for evidence of higher order thinking as defined by DOK</p>	<p>Teachers</p>	<p>Mondays, starting Sept. 2015 and ending June 2016</p>	<p>Principal Assistant Principal Department Chairs</p>

and Hess's Cognitive Matrix to increase rigor.			
During Monday professional development, special education and ELL teachers provide differentiation strategies for teachers to bring back to PLCs to further review lesson plans and tasks.	Teachers	Mondays, starting Sept. and ending June 2016	Principal Assistant Principal
Programming decisions provide students and teachers with support around Common Core shifts. For examples, 90-minute classes in ELA and math provide students with more time on task to meet the Common Core instructional shifts. Additionally, the co-teaching model inclusive of ICT classes as well as 2 general education teachers in classes whenever possible, allows teachers to work collaboratively and share their knowledge.	Teachers Students	Sept.2015 and January 2016	Principal Assistant Principal
During Saturday Regents Prep and after school tutoring, teachers will use CCLS aligned curriculum materials	Students	Starting November 2015 and ending June 2016	Principal Assistant Principal

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> <p>Students will receive 12 periods of ELA</p> <ul style="list-style-type: none"> -A professional development committee will be assembled to help develop and implement a professional development plan for the year - Hired full time Dean - Hired ELA coach to provide support to our Balance Literacy program and reading and writing workshops
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- Hired Math Coach

- Purchase laptops for students

- Purchase Engrade Pro for monitoring grades

- Purchase core curriculum

- Purchase classroom libraries

- Afterschool programs

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	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

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

The January Regents will be used as a mid-point benchmark to monitor progress toward meeting this goal by June 2016.

Baseline assessment is being used to monitor mid-point benchmarks in February

Mid-Term Assessment

Review Teacher teams

Teacher Surveys

Student Surveys

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>1) The Alternate QR indicates that the school needs to continue to find innovative ways to engender buy-in amongst students, through programs such as PBIS, so that all members of the school community are a part of a deliberate system that reinforces positive academic and personal behaviors for all students.</p> <p>2) The school needs to strengthen partnerships with programs such as the YMCA and Step Up to provide socio-emotional supports. Additionally, the school needs to develop a Case Management Team where a group of individuals discuss students who are at risk and implement a plan of action to support them.</p> <p>3) The school needs to assess the School Learning Environment Survey as well as perform a mid-year assessment around the environment and culture and use that data to address the social and emotional needs of students. This is a practice that has not been consistent at the school.</p> <p>4) Implement restorative justice discipline.</p> <p>The school also needs to find innovative ways to bridge the MS and HS so that there is cohesion within the 6-12 model. Part of this work involves creating opportunities for strategic and purposeful interactions and activities between students in the MS and HS, such as school wide assemblies and mentoring programs.</p> <p>The school will implement an integrated youth development approach to address the welfare of the whole child.</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 –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.

During the 2015-16 school year, there will be an overall increase from 60% to 70% on the school’s learning environment survey (LES) around the school culture indicator that “To what extent do you feel supported by the principal, assistant principal and/or teachers”

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>In order to address the social emotional needs of our students, we have</p>	<p>Students</p>	<p>Starting Sept. 2015 and ending June 2016</p>	<p>Principal</p>

<p>partnered with YMCA to work with our students both during the day and after school. During the day, YMCA staff members work with teachers in the classrooms to help students remain on task and provide a secondary instructional resource.</p> <p>Step Up works closely with our high school students to monitor their academic and social progress. Their goal is to “connect young people with mental health clinical supports, positive young adult role models, supported internships, employment opportunities and non-stigmatizing family-level interventions. The ultimate goal of STEP-UP is to offer intensive programming for young people within their natural contexts (home, school and community) in order to organize supports geared towards high school graduation, college preparedness and eventual employment success.”</p>			<p>Assistant Principal</p> <p>School Counselors</p> <p>YMCA</p>
<p>Rather than suspend students for low level infractions, we ask that they work within the school community to enrich the environment and provide additional support. Tasks include creating bulletin board displays in and out of the classroom, answering telephones, delivering messages, and preparing for school events. We hope this will foster a vested interest from the student while giving staff members the opportunity to determine</p>	<p>Students</p>	<p>Starting Sept. 2015 and ending June 2016</p>	<p>Principal</p> <p>Assistant Principal</p>

preventive strategies to avoid future infractions.			
School counselors work closely with all students to set academic expectations and monitor progress towards reaching those goals, teach strategies towards positive behavior modification.	Students	Starting Sept. 2015 and ending June 2016	School Counselor(s)
<p>The school will continue to provide social emotional supports through the following:</p> <ul style="list-style-type: none"> ● Restorative Justice Practice ● Ernst and Young Mentoring Program ● NYU Step Up ● HAI ● Expand Youth Development Programs <p>To build positive progress towards our goals and introduce teachers to the pilot program, restorative justice program, there was a staff retreat held in August 2015.</p>	Students	Starting Sept. 2015 and ending June 2016	Principal School Counselor(s)

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.
School Personnel (currently in place)
Partnerships with Community Based Organizations (currently in place)
Secure funds for PBIS
Teachers were trained in Restorative Justice Practice
2 guidance counselors

Staff Retreat

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	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Data will be collected through google docs on students invited to attend circles. Data will be monitored as to repeated infractions through OORs.
Ilog for guidance counselors meeting with 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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
4) According to the Alternate Quality Review, schools needs to continue to refine teacher practice so that teachers stimulate student thinking by asking questions through the use of adaptive CCLS instructive materials that contain high levels of text and content complexity so that all student can access rigorous and engaging content.		
5) Teachers need strong PD around how to implement the curricula such as Connected Math Project 3, Balance Literacy and Engage NY. They need a better understanding of the curriculum so that they know how to implement and refine it for the needs of their students.		
6) Teachers need Professional development around how to create, analyze, and use assessment data to inform instructional decisions. While the school has implemented a school wide assessment calendar, teachers need support around how to use student data to strategically group students, monitor progress, and differentiate instruction.		
7) The school needs a cohesive system of classroom routines around daily formative assessments to monitor student progress to inform instructional decisions.		
8) To ensure rigorous lesson across the curriculum, teachers will be engaged in curriculum mapping project.		

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.

During the 2015-16 school year, teachers will be provided with ongoing feedback around their unit and lesson plans to improve their instructional practices and promote high levels of engagement that will result in a 5% increase in MOSL performance from Fall 2015 to June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>During one-on-one observation feedback, the alignment of what students are learning goes back to the question of how it is aligned to the school’s instructional focus and providing differentiation to students based on their individual needs.</p>	<p>Teachers</p>	<p>starting October 2015 and ending June 2016</p>	<p>Principal Assistant Principal</p>

The Monday Professional Development is geared towards the alignment of what teachers are doing and what students are learning to the school's instructional focus.	Teachers	starting October 2015 and ending June 2016	Principal Assistant Principal
Teachers will be given the opportunity to observe their colleagues using the Danielson framework to gain a better understanding of the rubric and supporting evidence for each component. Inter-visitations will be used to clarify the roles of each teacher in the co-teaching model. They will also be used as professional learning where teachers better understand the school-wide instructional practices and observe the school's strengths and areas for improvement.	Teachers	starting October 2015 and ending June 2016	Principal Assistant Principal

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.											
Personnel											
Professional Development - external and internal											
Hired coaches to support teachers' learning											
Create clubs such as Chess, Gymnastics, Dance, Cooking											
Full time Dean											
Teachers train in Restorative Justice Practice											
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	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

Progress will be monitored through observations and their accompanying debrief meeting, lesson plans, assessments, student work, teacher team meetings, and teacher generated “guiding questions” for inter-visitations and follow-up professional development strategies.

Advance data will be used to plan and support teachers' practice.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>1) The school leader has engaged in the process of sharing the state of the school with the School Leadership Team. The SLT has discussed the previous year's SCEP and multiple points of data to develop the goals for 2015-2016.</p> <p>2) The school leader analyzes multiple points of data such as attendance, scholarship, state assessments, classroom observation, and credit accumulation to examine and improve individual and school-wide practices. The school leader has also engaged in data analysis during professional development with the school faculty.</p> <p>3) The school leader has a clear observation calendar and a system of analyzing teacher progress. One of the areas of improvement is to provide teachers with timely written feedback and have systems for holding teachers accountable.</p> <p>4) Informed by multiple sets of data, the school leader has made strategic decisions based on the needs of students. The school leader has been challenged with the limited amount of time to assess the state of the school and so has had to make decisions based on limited knowledge.</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.

To increase 75% of teachers demonstrating growth in student engagement as measured by the HEIDI rating scale during Advance observation from the initial round of observations starting from September 2015 to June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The SLT will review the SCEP periodically throughout the year to make adjustments and assess the school’s progress in meeting the school goals.</p>	<p>SLT Members</p>	<p>starting Sept. 2015 and ending at June 2015</p>	<p>Principal SLT Members</p>
<p>The school leader will meet with the school cabinet, guidance team, attendance team, and individual teachers to discuss and</p>	<p>Students Teachers</p>	<p>starting Sept. 2015 and ending at June 2015</p>	<p>Principal AP Guidance Counselors Attendance Teacher All Teachers</p>

analyze specific data points and discuss progress of meeting established goals. Based on the data, goals and action plans will be adjusted.			
The school leader will utilize ADVANCE to determine progress around teacher observations. The school leader will review and analyze ADVANCE data to make strategic decisions around teacher support. The school leader and individual teachers will work to discuss goals and next steps based on classroom observations.	Teachers	starting Sept. 2015 and ending at June 2015	Principal AP Teachers
The school leader along with the guidance team and the APs will make programming decisions for the 2nd semester based on student needs which will be determined through the following data points: 1) scholarship report, 2) credit accumulation, 3) ADVANCE and 4) January Regents.	Students Teachers	Jan/Feb 2016	Principal AP Guidance Counselors Programmer

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.											
Data specialist											
Set cabinet meeting with staff											
Create observation schedules											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

ADVANCE data will be used to determine progress toward meeting this school.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>1.The school needs to strengthen systems of communication with families and community stakeholders by providing focused parent workshops, updating the school’s website, and using a systematized grading system that is used by the entire staff. The school currently uses systems such as school messenger, letters, and monthly calendars of events.</p> <p>2. The school uses parent teacher conferences as a forum to speak about student progress. Scholarship data is used to inform areas for student improvement and next steps, such as after school tutoring.</p> <p>3.Parent Association meetings have focused on communicating the rationale around school decisions that have been informed by school data. These meetings have also served as a forum for parents to voice their concerns and their vision for the school.</p> <p>4.The school also leveraged its partnerships to build community. The YMCA is an example of utilizing community resources to support the needs of students, families, and faculty. Kips Bay is also a community organization where students and families can receive additional support.</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–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.

During the 2015-16 school year, increase in communication with parents that will yield a 5% increase in students meeting the college and career benchmark in either the ELA Regents or the math Regents by June 2016 .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Parents will be engaged through monthly meetings and/or events. This includes meetings to discuss student progress and academic expectations, financial aid workshops, parent and student advisement around the college application</p>	<p>Parents Students</p>	<p>starting Sept. 2015 and ending at June 2015</p>	<p>Assistant Principal School Counselor(s) Parent Coordinator</p>

process and requirements for acceptance.			
Workshops for parents and students with IEP's and the ELL population to establish expectations and provide information around student/parent rights.	Parents Students	starting Sept. 2015 and ending at June 2015	Assistant Principal School Teachers Parent Coordinator
Teachers will communicate student academic progress through Engrade, phone calls, and conferences. Students will be supported to be on track through ongoing teacher/parent communication and guidance counselor/ parent communication.	Students Parents	starting Sept. 2015 and ending at June 2015	Assistant Principal Teachers Guidance Counselors Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The current school personnel will be used to disseminate information to parents and students. Events will work around our current school schedule.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The January 2016 Regents data will be used to measure the school’s progress in meeting this goal.
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)	<ul style="list-style-type: none"> ● Low credit accumulation ● Scholarship Reports ● Low Regents Scores ● Attendance 	<ul style="list-style-type: none"> ● 100 Book Challenge (6th-8th Grade) ● iReady (6th-8th Grade) ● CCLS aligned tasks ● SCANTRON ● Individualized portfolio of work to fill in learning gaps 	<ul style="list-style-type: none"> ● Saturday Regents Prep ● Apex Credit Recovery ● After School Tutoring ● Small Group Instruction (6th-12th) ● SETTS 	During the school day, After school and Saturday
Mathematics	<ul style="list-style-type: none"> ● Low credit accumulation ● Scholarship Reports ● Low Regents Scores ● Attendance 	<ul style="list-style-type: none"> ● Individualized goal work based on interim assessments aligned to standards 	<ul style="list-style-type: none"> ● Saturday Regents Prep ● Apex Credit Recovery ● After School Tutoring ● Small Group Instruction (6th-12th) ● SETTS 	During the school day, After school and Saturday
Science	<ul style="list-style-type: none"> ● Low credit accumulation ● Scholarship Reports ● Low Regents Scores ● Attendance 	<ul style="list-style-type: none"> ● Individualized goal work based on interim assessments aligned to standards 	<ul style="list-style-type: none"> ● Saturday Regents Prep ● Apex Credit Recovery ● After School Tutoring ● Small Group Instruction (6th-12th) ● SETTS 	During the school day, After school and Saturday

Social Studies	<ul style="list-style-type: none"> ● Low credit accumulation ● Scholarship Reports ● Low Regents Scores ● Attendance 	<ul style="list-style-type: none"> ● 100 Book Challenge (6th-8th Grade) ● iReady (6th-8th Grade) ● Small Group Instruction (6th-12th) ● SETTS 	<ul style="list-style-type: none"> ● Saturday Regents Prep ● Apex Credit Recovery ● After School Tutoring ● Small Group Instruction (6th-12th) ● SETTS 	<p>During the school day, After school and Saturday</p>
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	<ul style="list-style-type: none"> ● credited ● No attempt or not passed on Regents ● Repeated OORS incidents ● Attendance below 80% or chronically absent ● Academic and social emotional 	<ul style="list-style-type: none"> ● Individualized goal work based on social and emotional goals for IEP's and established individual conferences 	<p>Small group and 1:1 counseling</p>	<p>During the school day, After school and Saturday</p>

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>There are several strategies that APPA utilizes to support that staff is highly qualified:</p> <ol style="list-style-type: none"> 1) Experienced teachers who received a rating of Effective or Highly Effective mentor 1st and 2nd year teachers. Mentoring includes providing feedback on classroom observations and looking at lesson plans and student work together. 2) First year teachers meet with the principal at least 2 times per month and get support around instruction and concerns and issues they may have. 3) All teachers receive professional development on Mondays and 90 minutes and 2 periods per week to engage in PLCs and common planning time. PLCs provide teachers with an opportunity to engage in collaborative work with colleagues. 4) All teachers are also provided with opportunities to attend outside the building PD. These PDs include those provided by the DOE, the Network, and College Board. 5) All teachers also receive one-on-one feedback on classroom observations that is timely and actionable

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>School administrators provide professional learning throughout the year for all staff. APPA is currently has hired Generation Ready to provide ongoing professional development in Ela and math to the teachers. In addition to the support for teachers, Leadership is also provided support through Generation Ready. Lead teachers will also be provided professional development through Office of Teaching and Learning As part of the I3 model from the NYC Leadership Academy (NYCLA), the principal and assistant principal receive coaching from a NYCLA coach.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

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3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).
not applicable

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The assessment calendar speaks to the need of pre-assessments and summative assessments. The rationale behind this cycle is to determine what students already know and what they still need to know in order to make instructional decisions around the planning of the unit and the lessons within the unit. Additionally, the pre-assessment and summative assessment allows students and teachers to know the extent to which students mastered the standards within the unit and students growth over time. The coherence of midterms and finals allows teachers to understand more holistically the gaps that students across the grades have, which should then inform their decisions around curricula revisions.
The appropriate classroom assessments are determined by teachers. Professional development is provided around designing assessments that align with the CCLS to yield the desired learning outcomes.

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

<p>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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>			
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	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.

		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	454,078.00		
Title I School Improvement 1003(a)	Federal	350,103	x	x
Title I Priority and Focus School Improvement Funds	Federal	86,996	x	x
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,795,445.00		

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) Template

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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>MS/HS376</u>	DBN: <u>08X376</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>63</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</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: _

Activity #1: NYSELAT Middle School Preparation Program & NYSELAT High School Preparation Program

The program is targeted for all ELLs on all levels (beginners, intermediate, or advanced) grades 6-8 and 9- 12. The program will provide an instructional plan that is aligned with the mandated ESL/ELA and Content Learning Standards and the Core Curriculum. Through the primary use of the NYSELAT Preparation Book, the program will promote literacy development and refinement; language functions and structures will be taught within the context of the lesson. Teachers will model the use of language in ways in which students will be expected to participate, and instructional strategies and activities will reflect scientific-based research, used as a guide for the development of flexible learning environments that can accommodate individual learning differences.

In this program, students will read short stories, analyze picture books, listen to audio and media presentations, read documents and retell what they read, write letters and critique each other's writing, listen and discuss literature of the various genres, make predictions and inferences, oral presentations and evaluate them.

The goal of the program is to help students meet the NYS English Language ability requirement and make gains on the NYSESLAT.

The Title III Supplemental Program will begin in February 2015 (Ending mid April)

*Time of Sessions: After regular school hours from 2:35pm-4:05pm; 1.5 hours

*Frequency of the Program/Activity: Three times per week (W,R,F)

*Language of instruction: English

*Teachers: 2 ESL/Bilingual Licensed/Certified

*Resources: NYSESLAT Preparation Text (awaiting arrival of new edition CC aligned), Core Subject Textbooks, libraries, standard-based instructional materials

*Facilities: Regular classrooms/ESL Office

*Assessment: oral presentations, portfolios, written projects, and tests

-

-

ACTIVITY #2: REGENTS PREPARATION PROGRAM

The Title III Supplemental Regents Preparation Program is targeted for ELLs and former ELLs , who are enrolled in both English and Algebra courses, which lead up to a NYS Regents Examination. The program is offered to all ELLs on all levels (beginners, intermediate, or advanced). The program includes required components of essays, research reports, creative writing, mock testing and a unit on Regents Study Skills. Every student in this program will receive a Regents Practice Guide for both Algebra and English as well as Regents preparation assignments during the sessions. Additionally, students will receive individualized instruction, small group instruction and literacy focused writing that will prepare them for the English Regents. The goal of this program is to equip all students with the necessary language skills, reading, writing, speaking, and listening), as well as content, required to meet commencement level state learning standards.

-

Activity #2 will begin in February 2015 (Ending mid April)

* Beginning Time: After regular school hours from 2:35pm - 4:05pm; 1.5 hours per session

*Frequency of the Program/Activity: Three times per week (W, R, F)

*Language of instruction: English

*Teachers: 5 total (1- English co-teaching with 1 ESL Bilingual Licensed/Certified) and (1-Algebra co-

Part B: Direct Instruction Supplemental Program Information

teaching with 1 ESL/Bilingual Licensed/Certified) and 1 IEP Teacher on rotation between both classes.

*Facilities: Regular classrooms & ESL Office

Resources: Student folders, Regent Practice Guides, Old Regents Exams, supplemental algebra/literature books

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: _

PD Activity #1: Maximizing Learning Opportunities for English Language Learners, Bilingual, and Multilingual Students

Since many of our ELLs also have IEPs this workshop will address the content and language needs of English language learners (ELLs) to create inclusive classrooms. Workshop participants will learn about the writing expectations of the Common Core State Standards and engage in analysis of these expectations. The workshop will highlight reading and writing connections in the content areas for ELLs in mainstream classroom contexts.

*Frequency of Workshops: 1 Session, 9:00am-2:30pm

*Resources: LCD Projector, PowerPoint Presentations, video clips

*Measurable Outcomes: Observable change in pedagogical practice

*Time: December 16, 2014

*Participants: All instructional staff and supervisors (At no cost to TIII)

*Name of provider: Teachers College Inclusive Classroom Project

PD Activity #2:

Universal Design for Learning and Using Technology to Support UDL

A. Universal Design for Learning

This workshop challenges participants to plan at the outset for students with a wide variety of abilities, learning preferences, and backgrounds. Participants will explore the principles of universal design and will begin to apply these principles to plan interdisciplinary curricula and instruction that reduce barriers to learning and support the diverse needs of a broad range of learners. We will explore planning for flexible services by creating meaningful instructional accommodations and modifications that support curricular engagement for students with IEPs. The first session happened on for October 8, 2014.

B. Using Technology to Support UDL

This workshop focuses on using the right technologies well to facilitate classroom learning for all students. Throughout this session participants will consider the questions: What technologies do we already have in our classroom that can open access to educational experiences for our students? What technologies can we bring into our classrooms that can change and support the way we teach and the way our students learn? How can we thoughtfully learn and integrate these technologies into our classroom in a sustainable and inclusive way? This second session is scheduled for January 22, 2014.

These workshop sessions will cover the following:

Many of our ELLs, (approximately 40%), also have IEPs, this training will give teachers an opportunity to provide multi-medium entry points for instruction through Universal Design for Learning.

*Teaching in Multi-cultural Classrooms

*Strategies for Instruction

Part C: Professional Development

*Strategies for Assessment

*Latest research on effective practice for English Language Learners

*Professional extension activities to help participants apply the information in these workshop sessions to their own educational setting

*Teachers to receive training: ESL Teacher to receive training and then turnkey to staff during Monday PD periods, tentatively scheduled for 10/24/14, 12/15/14, and 1/26/15.

Frequency of Workshops: 2 sessions

*Each session is full day, 9:00am-2:30pm, (at no cost to T III)

*Provider: Teachers College Inclusive Classroom Project

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: _

PARENTAL INVOLVEMENT IN STUDENT EDUCATION

The program will include sessions, to be hosted by the ESL teachers, the High School Guidance Counselor and the High School Supervisor, on topics including but not limited to: graduation requirements, interpreting transcript, how parents can help in their children's education through curriculum nights for Math/Sci and ELA/SS and what resources are available to them and their children to succeed in school.

*Rational: Parent involvement/engagement is an important part of student success, by bringing parents to the school we hope to build on our students' success.

*Schedule and Durations: 4 Sessions beginning in February 2015

*Time/Date: Saturdays 9:00am- 12:00pm (in conjunction w/Parent Association meeting schedule, tentatively scheduled for 2/7/15, 2/28/15, 3/7/15, 3/28/15.

*Number of Parents: 20 or more

*Staff: 1-2 ESL Teachers, HS Guidance Counselor (at no cost to T III), Assistant Principal (at no cost to T III)

*Parent Notificcation: All ELL parents will be invited to the parent workshop series via letters and calls. Information will be provided in English as well as in the parents' preferred language of communication.

Part E: Budget

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

Allocation Amount: \$ _

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

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 08	Borough Bronx	School Number 376
School Name Antonia Pantoja Preparatory Academy		

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 Nalini Singh	Assistant Principal Jerrick Rutherford
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Ana F. Garcia	School Counselor J. Carchietta/M. Falconi
Teacher/Subject Area Yocasta Matos/ENL	Parent type here
Teacher/Subject Area Judith Atiri/ENL	Parent Coordinator Vivian Williams
Related-Service Provider N/A	Borough Field Support Center Staff Member N/A
Superintendent Karen Ames	Other (Name and Title) N/A

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	2	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	1
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]	1	Number of teachers who hold both a bilingual extension and TESOL certification	1
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)	451	Total number of ELLs	63	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	7
SIFE	7	Developing ELLs (ELLs receiving service 4-6 years)	22	Long-Term (ELLs receiving service 7 or more years)	22

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	19	2	0	22	4	1	22	1	5	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	5	8	15	12	4	5	0
Chinese							1	1						0
Russian														0
Bengali										1	4	2		0
Urdu														0
Arabic									1		1			0
Haitian										1				0
French										1				0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1			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)							0	0	0	6	4	0	3	0
Emerging (Low Intermediate)							0	1	0	1	1	1	1	0
Transitioning (High Intermediate)							0	0	0	7	4	0	1	0
Expanding (Advanced)							0	2	4	6	5	5	2	0
Commanding (Proficient)							5	1	3	2	3	0	0	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	0	0	0	1	1	3	0

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	0	0	2	0	3	0	0	0	0
7	4	0	0	0	0	0	0	0	0
8	6	0	0	0	1	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	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	8		5	
Integrated Algebra/CC Algebra	27	8	6	3
Geometry/CC Algebra	1	0	1	0
Algebra 2/Trigonometry				
Math <u>RCT</u>	1	1	0	0
Chemistry	1	0	0	0
Earth Science				
Living Environment	20	4	6	3
Physics	3	0	1	0

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	13	6	4	1
Geography	0	0	0	0
US History and Government	4	2	2	1
LOTE	0	1	0	1
Government	0	0	0	0
Other <u>Span Prof</u>	0	3	0	3
Other <u>Sci RCT</u>	0	1	0	1
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.
Our school uses Leveled Libraries, 100 Book Challenge, and Baseline assessment materials to assess the early literacy skills of our ELLs. The data demonstrates that our ELL students need support in developing comprehension in reading and listening skills. In addition, instruction needs to focus on developing their vocabulary skills in order to help them develop the strategies needed to reinforce their language development. Furthermore, we have found that their greatest deficiency is in writing. Our school needs to focus on instruction that is comprehensible to all learners. The instruction should facilitate language learning in the content area in particular scaffolding student language development. Moreover, the instruction should provide opportunities for ELLs to engage in meaningful, content rich discussions in order to enhance and support their language skills. The NYSESLAT total score for grades 6th through 12th demonstrates that fourteen, 14, ELL students achieved proficiency in the four modalities: listening, speaking, reading and writing.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The patterns across proficiency levels and grades on the NYSITELL and NYSESLAT have revealed that our ELLs greatest area of need is the writing modality; however, the data in regards to the reading, listening and speaking modalities also demonstrate that we need to continue support in these areas as well.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
N/A
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - Patterns across grade levels show our ELL students tend to score better on tests taken in English, as compared to tests in the native language.

- b. The school leaders and teachers use the the results of the ELL periodic assessments to inform our decision on the types of professional development sessions that need to take place at our school and to inform instruction accordingly. The results help us in determining student's strengths and weakness in each subgroup which allows us to meet during the instructional common planning time to discuss the results, create quantitative, attainable short and long term goals and develop a plan of action.
- c. The periodic assessment results demonstrated that there is a need for reading comprehension support . Native language is utilized to reinforce English concepts. Research demonstrates that students who receive support in their native language and develop the skills to enhance language in their native tongue, are able to transfer those skills effectively in developing their skills in the English language.
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?
During co-planning sessions, with content teachers, strategies for differentiating instruction, tailored to student's needs, are provided.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Periodic monitoring by school leaders through formal and informal assessments provides our teachers with insight as to the progress and/or setbacks our students are experiencing in the four modalities as well as in the content areas. In addition, teacher observations provide teachers with insights to their instructional practice in terms of what is working and what needs to be re-visited. .

Part IV: ELL Identification Process

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

- 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.
 - The parents of new students are interviewed and given the Home Language Survey. The ENL Teacher conducts an informal interview in English as well as the native language, where translator/interpreter is available, to determine the eligibility of the student for testing with the NYSITELL. For new admits to the school system, the NYSITELL is administered by the ENL Teacher to determine the students' level of proficiency in English and in the native language, where applicable. If the student has been in the Public School system, then an ATS report of the student's exam history is run to identify his/her level of proficiency within each of the modalities. For students identified as Special Education students, a review of their IEP is conducted by the ENL Teacher and the Administrator responsible for the Special Education Department to determine what services are mandated as part of their educational plan. This report is then analyzed annually to evaluate ELLs and serve them according to their academic needs.
- Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Within 30 days of enrollment students are administered the Oral Interview Questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is administered. Initial SIFE status must be indicated in ATS within 30 days from initial enrollment (BNDC). In accordance with CR Part 154, the school has up to one year to declare or modify students initial SIFE status. Students are no longer considered SIFE when they score at intermediate/transitioning level or higher on the NYSESLAT.
- 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).
The IEP team in collaboration with the ENL team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate.
- 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.
Parents are invited, with the use of notifications and school messenger, to come in for an orientation. If there is no response to the orientation invitation, parents are called individually and extended an invitation to come in and meet with the ENL Teacher. If there is

no contact with the parent, then the ENL Teacher records the default program as the choice, and sends a Default Program Choice notification in the mail as well as a hard copy with the student.

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 that they have the right to appeal ELL status within 45 days of enrollment through the entitlement, continuation of services and default program placement notifications.

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.

Within the first ten days of school, once ELL students are identified, tested and placed, parents are then presented with an invitation to attend a parent orientation facilitated by the ENL Teachers. At this orientation the parents of ELLs are presented with the orientation video from the EPIC kit or online, the Parent Program Selection Forms, and non-entitlement or continuation of services letters. If parents cannot attend the orientation, the ENL Teacher sets up parent conferences, at the parents' convenience. Parents are then able to view the orientation video and fill out the Parent Survey and Program Selection forms.

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

The ENL teachers use the DOE school messenger, invitation to September Family Night, the letters of notification via mail and parent phone calls. If there is no contact from the parent, then the ENL Teacher records the default program as the choice, and sends a Default Program Choice notification in the mail as well as a hard copy with the student.

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

The ENL teachers keep records, similar to a cumulative record, on file. A log is kept of these correspondence and parent contact such that students are checked off a list as correspondence goes out and then check once it is returned in

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

The ENL teacher hands them into to the administrative secretary and the secretary makes sure the envelopes are stamped and sent out with the mail.

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

Each child has a file in the ENL office where all of the pertinent forms and papers are stored.

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 NYSESLAT is given by modality. Students are gathered and administered the reading, writing and listening in groups. The Speaking modality is given individually.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The ENL teacher hands them into to the administrative secretary and the secretary makes sure the envelopes are stamped and sent out with the mail.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per *Aspira Consent Decree*? Describe specific steps underway. (Refer to question six).

The program model offered at our school is in alignment with the majority of the parents' requests. For those parents wishing to have their child placed in a TBE program, we will build alignment with parent choices by adding more programs as soon as we achieve the register requirements, which consist of fifteen, (15), ELL students in two contiguous grades. Our students are also provided with native language support.

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.
Entering and emerging students participate in a pull-out program. These students have been programmed to meet with the ENL teacher the mandated minutes. These groups are ungraded and heterogeneous.
The transitioning, expanding and commanding students participate in a push-in program where the ENL teacher travels to the English/ELA, or History class to provide mandated minutes of service. These groups are upgraded and heterogeneous.
The organizational model is the push-in and pull-out model. An ENL teacher works with ELLs during ELA instruction in collaboration with the content teacher to provide English language acquisition and vocabulary support while retaining content instructional time.
 - 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)?
Entering and emerging students participate in a pull-out program. These students have been programmed to meet with the ENL teacher the mandated minutes. These groups are ungraded and heterogeneous. The transitioning, expanding and commanding students participate in a push-in program where the ENL teacher travels to the English/ELA, or History class to provide mandated minutes of service. These groups are upgraded and heterogeneous. In middle school, entering and emerging ELL students receive a total of 360 minutes per week of ENL instruction, transitioning and expanding ELL students receive 180 minutes per week of ENL instruction and commanding ELL students receive 90 minutes per week of ENL instruction. In high school the entering and emerging students participate in a pull out program where they receive 540 minutes and 360 minutes respectively, per week. Transitioning and expanding receive 180 minutes per week and commanding students receive 90 minutes per week.
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 core content classes are delivered in English. The content teacher in collaboration with the ENL teacher use Universal Design for Learning practices and Depth of Knowledge Leveled Activities to make content comprehensible to foster language and meet the demands of the Common Core Learning Standards. Our students receive instruction in English. During the ELA and/or Social Studies/History period our ENL certified teachers use ESL strategies such as scaffolding. Some examples of scaffolding are text representation, bridging, modeling, and making connections to related topics of information. During the school year, all content area teachers will be receiving professional development on best practices in ENL. Our teachers follow the New York State Common Core Standards in ELA, Social Studies/History and ENL.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
The home language survey is done by the ENL teacher and administrator. For ELLs of languages other than Spanish the central office translation unit is utilized as needed. In addition, translation of all state exams are utilized in their native language with the exception of the NYS ELA and English Regents.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELL students are given Baseline assessments at the start of every term and followed up by periodic assessments, field tests and informal progress monitoring through teacher created assessments.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. SIFE students form part of our ENL instructional program and are assessed using a variety of assessment tools such as the ELL periodic assessment and Fountas and Pinnell to determine their areas of needs improvement. The NYSESLAT result is also utilized to determine English proficiency level in order to differentiate instruction accordingly.
 - b. Newcomer ELL students who have been in the U.S. less than three years receive support in the native language through thematic

units of study in the content areas, classroom libraries and glossaries. The NYSESLAT results is also utilized to determine their English level of proficiency in order to differentiate instruction. Furthermore, teachers focus on strategies that support listening and speaking skills during the ENL instruction. Additionally, students are grouped according to their level of proficiency and provided small and guided group instruction.

c. Developing ELL students who have been receiving services 4 to 6 years are provided services with a greater emphasis on reading and writing however, their listening and speaking skills are still supported through strategies such as accountable talk.

The reading instruction focuses on the development of the academic language and the writing focuses on developing skills analyzing and synthesizing informational text.

d. Long term ELLs receive greater support on the development of reading and writing skills. The instructional focus is on enhancing academic language and expanding content area vocabulary, particularly in preparing them to be 'college ready'. Long term ELLs are also given priority for supplemental programs, such as afterschool or Saturday school.

e. Former ELLs up to two years after exiting ELL status instruction is differentiated using a variety of tools and strategies that supports and provides enrichment for their continued progress in listening, speaking, reading and writing. Small group instruction provides them with the opportunity to receive targeted, guided instruction and writing. Former ELLs are also given priority for enrichment programs delivered afterschool or on Saturday.

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.

For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, between 6 and 12 months from the date of notification of the students re-identification, the principal reviews the re-identification decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with the ENL teacher, the parent/guardian, and the student for progress monitoring to ensure that the changes have not adversely affected the student. If the principal, based on consultations, believes that the student may have been adversely affected by the determination, the principal ensures that the students are provided with the additional support services needed.

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?

Our ELL-SWD students receive support through thematic units of study in the content areas supported by resources throughout the classroom environment such as the library, visual technology, glossaries, dictionaries and graphic organizers. Instruction focuses on strategies to develop their reading and writing skills since data demonstrates a lack of progression in these two categories; however, listening and speaking continues to be supported through strategies like 'accountable talk'. A variety of data is utilized such as the NYSESLAT results to determine their English level of proficiency in order to differentiate instruction. Students are grouped according to their level of proficiency and provided targeted small group instruction. Moreover, the student's Individual Educational Plan is reviewed in order to differentiate instruction using a variety of tools and strategies that supports their specific needs for development and growth in all modalities: listening, speaking, reading and writing.

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

The vast majority of ELLs are in ICT classes and are mainstreamed with the general education population. Students currently in our 12:1 self contained environment are assessed periodically in order to determine if they are ready to be mainstreamed into the general education instructional population.

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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

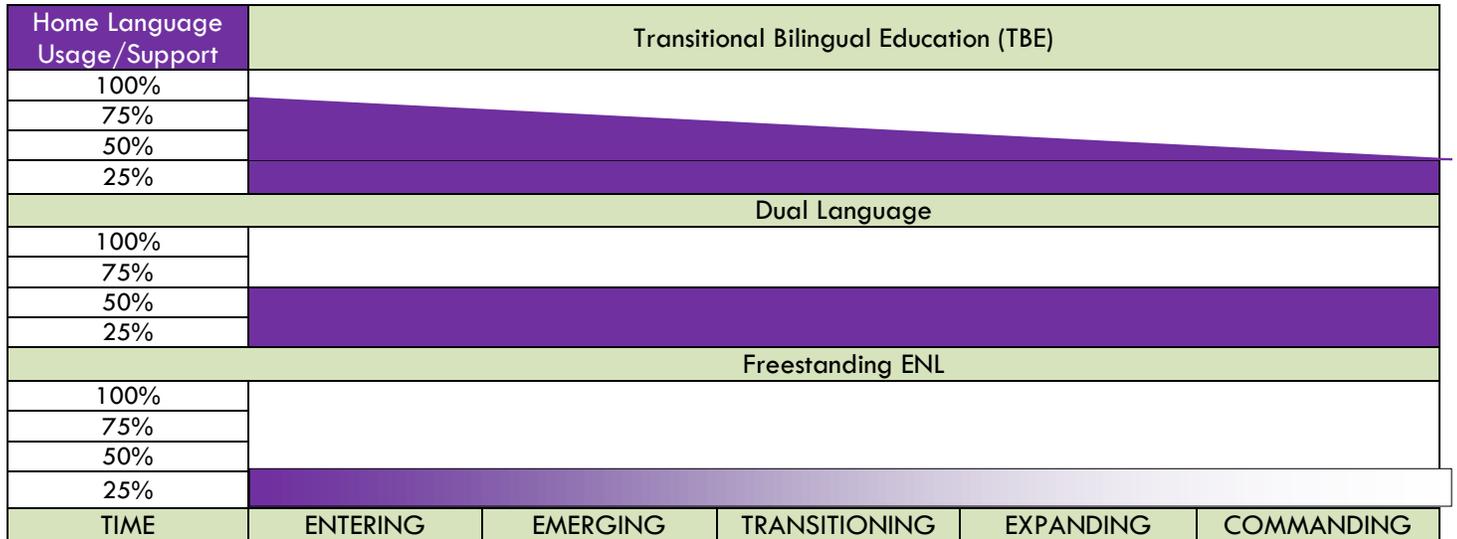


*Note “other approved services” does not apply to New York City at this time.

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.
ELLs reaching proficiency on the NYSESLAT continue to receive additional support in all modalities through our content based curriculum that is aligned to the common core standard. They continued to be provided with support in small group instruction. Furthermore, they continue to participate in various field trips exposing them to the city's cultural diversity affording them the opportunity to engage in meaningful discussion that continues to support their language development skills particularly in listening and speaking. Our school is affiliated with the College Board Readiness Program. Through this affiliation our ELLs are exposed to a rigorous curriculum that will prepare all students for high school graduation and college admission.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
We will be reviewing our school budget to determine how to increase additional support to our ELL population.
13. What programs/services for ELLs will be discontinued and why?
No programs will be discontinued
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs students are provided with the opportunity to participate in all academic and extra-curricular activities as the general education population. The YMCA is our after school program which affords ELLs and general education students the opportunity to engage in extra-curricular activities as well as provide them with academic support through the YScholar program.
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.
Our ELLs are supported through the use of technology to reinforce the ENL/ELA strategies learned during the regular day. In addition, they participate in balanced literacy instruction with the use of classroom libraries that are geared to their levels of reading readiness. Our classroom libraries have various books in the different content areas such as math, science, and social studies, as well as books in Spanish.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
All Spanish speaking ELLs receive a minimum of 100 minutes a week of native language instruction. Students receive native language support through the variety of books in our classroom libraries. Classroom libraries have books in the different content areas such as math, science, and social Studies, as well as books in Spanish.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required services support and resources correspond to ELLs 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).
We invite our new arrivals and newly enrolled students to participate in various activities during the first week of August. These activities are cultural and instructional in order to prepare them for our school's academic goals, while at the same time familiarizing them with the New York City culture.
19. What language electives are offered to ELLs?
Spanish is the language elective offered to our students.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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.)
 1. A. Training on the NYSESLAT in September and October
 - B. Training sponsored by Fordham University
 - C. ENL teachers have attended the Quality Teaching for ELLs professional development, sponsored by the Office of English Language Learners, DOE. The ENL teacher then turnkeys to the staff during our monthly ELA/English department meetings
 - D. A consultant will be hired to provide professional development to all teachers of ELLs
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?
 2. Staff is given the opportunity to participate in trainings/workshop sponsored by Fordham University, throughout the year. The ENL teacher conducts workshops that are offered to ELA staff in ENL strategies, as well as QTELL, that can be infused into ELA and English, so that students can achieve grade level competency in the content areas.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Staff is given the opportunity to participate in trainings/workshop sponsored by Fordham University. A consultant and the ENL staff will provide professional development in order to meet the mandated hours of training.
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.

Consultant and the ENL staff will provide professional development in order to meet the mandated hours of training. The teaching staff is responsible for keeping all agendas and training/PD materials on file.

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?

Below

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.

Below

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

Below

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We currently have a partnership with the YMCA, Earnst and Young and Good Sheperd who provide services for our students and parents.

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

Our parent involvement activities are created as a result of an analysis of the annual parent survey results and in collaboration with the Parent Association President.

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

1. Our ELL parents participated in Parent Orientations during the summer and the fall of 2015. At these meetings they were also given the ELL parent survey. Our guidance counselor supports us during these orientations and helps facilitate the presentations. In September, we conducted a Parent Orientation where parents were informed of our instructional programs and goals as well as provided with the ELL parent survey. Our Guidance Counselor supports us during these orientations and helps facilitate the presentation. In November parents will be given the opportunity to meet our teachers and become familiar with our curriculum. In addition two other parent workshops will be provided in February and March of 2016. At this meeting they will also have the opportunity to familiarize themselves with the NYS Common Core Standards, state assessments, and NYSESLAT. In April 2016 we will have a final parent orientation for our 2016-17 school year. At this meeting we will discuss our accomplishments and projected goals for September.

2. Our school provides parents with the opportunity to participate in parent workshops based on the assessed needs of the parents in the school site through the Parent Coordinator. These include workshops on parenting skills, and curriculum based workshops to build parents' capacity to help their children at home. We also encourage parents to become trained volunteers through Learning Leaders.

3. In creating the Antonia Pantoja Preparatory Academy Parent Involvement Policy, the Parents Association and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. We evaluate the needs of parents by:

- Involving parents in planning, reviewing and improving the funded programs and the parent involvement policy of the school
- Supporting those committees that include parents such as the School Leadership Team and the Parents Association, and provide technical support as needed
- Maintaining the parent coordinator's Title I funds to serve as liaison between the school and parent communities
- Providing a school informational meeting on all funding programs in the school
- Providing written translations of all documents
- Providing Monthly Parent workshops where all parents are invited to attend formal presentations that address their parenting needs

4. Our parent involvement activities are created as a result of an analysis of the annual parent survey results and in collaboration with the Parent Association President.

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: The Antonia Pantoja Prep Acad

School DBN: 08X376

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)
Nalini Singh	Principal		1/1/01
Jerrick Rutherford	Assistant Principal		1/1/01
Vivian Williams	Parent Coordinator		1/1/01
Ana Garcia	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **376** School Name: **APPA**
Superintendent: **KAREN AMES**

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.

The Home Language Identification Survey (HLIS) is used to assess language preferences of our parent community for both written and oral communication.

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.

Spanish, Banglia, Arabic, Chinese, Haitian, Creole, French, Fula, Twee

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.)

New York State testing dates, general overview of student curriculum, letters from the school leadership, parent - teacher conference announcements and after-school program information...

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

Parent Teacher Conference/s, Family night, Curriculum night, ENL Parent Orientation, ENL Teacher phone calls, Individual ENL meetings

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.

ENL Teacher/s translates documents and interprets to Spanish speaking parents. For Bangladeshi parents we have an in-house by school staff who translates or interprets as needed. Also, on staff we have an African teacher and PARRA who translates and or interprets in the African dialect as needed.

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.

Interpretation services will be provided by both over-the-phone interpreters via the Translation and Interpretation Unit and or on-site interpreter provided by school staff.

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.)

The school will ensure that all staff members are aware of how to use translation services and over-the-phone interpretation service via email and T&I Brochure

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

Welcome Poster will be posted in main office. Parents' Bill of Rights and Parent' Guide to Language Access will be available to parents in main office, ENL office as well as sent home for parents review and knowledge. Also a copy of the Language ID Guide will be provided at security desk and main office.

Part F: Monitoring and Quality Control

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

A parent survey will be created and disseminated to parents for feed back.