



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

09X457

School Name:

SHERIDAN ACADEMY FOR YOUNG LEADERS

Principal:

LISETTE FEBUS

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Sheridan Academy of Young Leaders School Number (DBN): 09X457
Grades Served: K-5
School Address: 1116 Sheridan Avenue, Bronx, New York 10456
Phone Number: 718 538 3411 Fax: 718 538 3499
School Contact Person: Stacey Moskowitz Email Address: SMoskowitz2@schools.nyc.gov
Principal: Lisette Febus
UFT Chapter Leader: Stacey Moskowitz
Parents' Association President: Angelique Mercado
SLT Chairperson: Angelique Mercado and Rosa Gonzalez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): NA
Student Representative(s): NA

District Information

District: 09 Superintendent: Leticia Rosario-Rodriguez
Superintendent's Office Address: 450 St. Paul's Place Bronx, New York 10456
Superintendent's Email Address: LRosario2@schools.nyc.gov
Phone Number: 718-579-7143 Fax: 718-410-7017

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza Bronx, New York 10458
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 7188286280

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)
Lisette Febus	*Principal or Designee	
Stacey Moskowitz	*UFT Chapter Leader or Designee	
Angelique Mercado	*PA/PTA President or Designated Co-President	
Diane White	DC 37 Representative (staff), if applicable	
NA	Title I Parent Representative (or Parent Advisory Council Chairperson)	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Stacey Moskowitz	Member/ UFT/Recorder	
Roberto Molina	Member/ UFT/	
Evelyn Vivas	Member/ UFT	
Josephine Keaney	Member/ UFT	
Barabara King	Member/ UFT	
Iris Rivera	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rosa Gonzalez	Member/ Parent	
Nancy Rodriquez	Member/ Parent	
Bintou Toure	Member/ Parent	
	Member/ Parent	
	Member/	
	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.

The Sheridan Academy for Young Leaders (S.A.Y.L.) is an elementary school located in the Morrisania section of the Bronx, New York. Beginning September 2009, S.A.Y.L. began serving students in grades K-2 and was fully phased-in by 2012. S.A.Y.L. is one of two schools occupying the George Meany Campus; the other is The Family School. The George Meany Campus is a four-story structure that occupies an entire city square block with an annex building which is solely occupied by the Family School. S.A.Y.L. serves an average of 600 students in grades K-5.

Statistics:

Current Register : 608

Classrooms : 30 Classrooms , 12:1:1= 5 Kindergarten, 1st/ 2nd grade bridge, 2nd /3rd bridge, 4th /5th Bilingual bridge, 4/5 Bridge, ICT = 3 (3,4,5), 22 General Education

Clusters: 7.5

ELL Students: 146

School is 3rd Focus due to District In Need of Improvement (DINI) status.

Scores:

Performance Scores: For the 2014-2015 School Year

ELA:

The percentage of students performing on or above level in ELA from 2014 to 2015 was **10.6%**.

MATH:

The percentage of students performing on or above level in Math from 2014 to 2015 was **19.3%**.

Our MISSION:

To develop a generation of leaders one child at a time.

Our VISION:

We envision the S.A.Y.L. community working collaboratively to ensure that all students are empowered to reach their highest potential and to develop the essential academic and life skills needed for achieving success in the 21st Century.

Strategic Collaboration, Partnerships, and Special Initiatives:

Sheridan Academy for Young Leaders (SAYL) decision makers consist of grade leaders, UFT Representative, coaches, consultants, school leadership team members and administration. We meet to discuss school wide structures and systems aligned with the school goals. We define the instructional focus as a common goal that inspires school-wide collaboration, creates common language and directly impact students' performance and teacher practice. For 2014-2015, the school identified students' ownership of questioning and discussion as its instructional focus and began content departmentalization for grades 3-5. For 2015-2016 our focus will be building upon this, embedding practices that encourage student driven questioning and discussion with reciprocal teaching. With this focus our goal is to ensure that:

- Students take ownership of their questioning and discussion in the classroom by developing their own questions about topics and taking initiative in partner and whole class discussion using the reciprocal teaching framework.
- Teachers are cultivating student ownership through reflection and revision of the questioning and discussion by providing Talk Tools and refining their role as facilitators.
- School leaders hold high expectations that all students at SAYL meet and exceed rigorous standards. Resources and supports for teachers to meet these expectations will continue to be provided through differentiated professional development.

The development of the instructional focus has been a multiyear project. Last year, we realized there was a need to implement a school wide focus on accountable-talk that leads to a student-centered classroom. This focus was identified after analyzing student work, a review of teacher observations, and the inconsistency in academic vocabulary evidenced in student to student and teacher-student conversations as well as in the student writing across all content areas. Last year, inquiry teams focused on vocabulary instruction and the use of the standard based rubrics, specifically referencing evidenced based writing and classroom discussion aligned to the CCLS Speaking and Listening standards. This regular monitoring showed that the school continued to struggle but could now shift the primary focus to support deeper discussion in the classroom in order to impact student reading and writing

. Students were already speaking in their classrooms and there was an opportunity to build on this practice and enable their discussions from teacher-to-student to student-to- student. Monitoring of the impact of this focus will include looking at student observation transcripts and the percentage of ineffective and developing ratings based on the Charlotte Danielson framework components:

Expectations for Component: 1a. Demonstrating Knowledge of Content and Pedagogy:

- Teacher makes use of extensive use of activities to engage students in inquiry.
- Teacher scaffolds skills and relates concepts to other disciplines.
- Teacher builds on students' prior knowledge.
- Teacher demonstrates a wide range of knowledge of strategies and best practices related to discipline.
- Teacher anticipates students' misconceptions and develops plans to address learning gaps.
- Teacher answers questions accurately with multiple explanations.
- Teacher scaffolds for individual students learning and plans alternative strategies.
- Teacher seeks out content-related Professional Development and incorporates within lesson planning.
- Teacher's plans reflect an understanding of the complexities of the discipline.

Expectations for Component: 3b. Using Questioning and Discussion Techniques:

- Teacher uses open ended questions.
- Discussions enable students to talk to one another.
- Teacher often uses Socratic questioning.

- Teacher regularly and consistently uses a variety of methods to randomly call on non volunteers.
- Teacher tracks patterns of calling on students.
- Teacher uses a variety of strategies to involve all students in the academic discussion.
- Teacher encourages students to build on each other's responses to questions by responding either with a comment or a new question.

Expectations for Component: 3d. Using Assessment in Instruction:

- Teacher writes and speaks the learning criteria, then asks non- volunteer students to explain the criteria in their own words before students begin the learning and frequently throughout the learning.
- Teacher provides examples and models that embody the criteria and performance standards required of the students (exemplars) as well as poor examples (non-exemplars) so that students can see the difference.
- Any student in the class can articulate the evaluative criteria and performance standards.
- Teacher instructs students about the nature of assessment criteria in developmentally appropriate language.
- Students are invited to assess their own work and make improvements.
- Teacher elicits evidence of student understanding.
- Teacher circulates during small group/independent work and offers suggestions/feedback.
- Students formatively assess their own work, and teacher provides feedback on accuracy.
- Students use criteria they helped create to score students' work.

Our focus for 2015-2016 will be to align with the district initiatives by expanding upon these components and supporting the teachers as they move toward:

STRATEGIC COLLABORATION: TO SUPPORT IMPROVED TEACHER PEDAGOGY AND IMPROVED STUDENT LEARNING

LEADERSHIP FOCUS: IMPROVE THE LEADERSHIPS' ABILITY TO BUILD CAPACITY IN AND ACROSS SCHOOLS

ORGANIZING FOR SUCCESS: The creation, the monitoring and revising (QR: 5.1) of structures that support teacher collaboration and develop teacher capacity. Structures that support sub groups such as ELLs and SWDs.

Supports: Professional development, readings, sharing of best practices, feedback...

Evidence: School calendars, school programs, professional development offerings (cycles), NTC mentoring, coaches, lab sites, Advance data, schedules/feedback, teacher team agendas/notes, data trails, reflections/trends on student work, feedback from instructional focused walks, etc.

TEACHER TEAMS: The programming, monitoring, and structures of teacher teams (QR 4.2) to support teacher collaboration and develop teacher capacity.

Support: Work with Teaching Matters consultants for grades K-3 and 4-5, books/readings, sharing of best practices and professional development, feedback, and Teacher Teams

Evidence: Teacher Team notes, reflections/learning from student work, observation of teacher teams, norms, protocols, guidance/feedback, professional learning Plan for 2015-2016.

TEACHER ROUNDS: The scheduling of focused instructional walks that include multiple stake holders within and across schools.

Supports: Teaching Matters consultants for grades K-3 and 4-5, norms and protocols for walks, professional development, inter-visitations, both vertical and horizontal, and feedback cycles with actionable feedback

Evidence: Schedules (minimum of four for the year per school tied to the Comprehensive Educational Plan (CEP), agendas/sign in sheets, reflections/feedback

FEEDBACK: Focus on the quality of the feedback provided to schools, teachers, teacher teams and leaders.

Supports: Teaching Matters consultants for grades K-3 and 4-5, school personnel, readings, professional development, the sharing of best practices.

Evidence: Observations, feedback cycles, professional development feedback forms...

Instructional Foundation: will be specific to curriculum support, assessment alignment, and pedagogical guidance.

Collaboration for Outcomes: will be focused on working together as a learning community to strengthen individual teacher's performance that benefits student's work as well as developing teacher team coaching and in-class support.

Leading for Impact: will be specific to providing actionable support and feedback as well as elevating teachers to lead focusing on peer observation and walkthroughs. The support must focus and impact and identify the teaching and learning gaps to guide professional development and strong curricula.

Consistency across the School

The consistency of the instructional focus and the shared understanding across the school can be seen in various ways:

1. Shared expectation that each student has the ability to take ownership of his or her questioning and discussion during teacher team meetings; Professional development support around questioning and discussion embedded in collaborative teacher teams throughout the year;
3. Professional collaboration, including reflecting on student performance and teacher practice to monitor work around questioning and discussion specifically peer observations and actionable feedback; and,
4. Student discussions in the classroom will focus on the use of academic vocabulary measured by the student writing displayed throughout the school.

Every classroom will show a clear emphasis on using assessments, questioning and discussion, demonstrating knowledge of content evidenced by student writing. All students will be engaged in whole-class discussions and collaborative conversation with diverse partners, which support them in meeting the speaking and listening Common Core Standards for K-5. Around the school there are many visual supports around questioning and discussion. For example, when students are having discussions with their partners, they will and can use sentence starter posters as visual supports. Examples of the sentence starters include, "I have a different thought" or "I want to add to what you said." These visual supports help create the norm around discussion in the classroom. Another type of visual support that will be seen in classrooms and hallways is a display of the students' wondering around a topic. The questions from the students help the teachers determine their plans for the unit based on students' background knowledge and interest.

09X457 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	604	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	90.7%	% Attendance Rate		90.2%	
% Free Lunch	91.4%	% Reduced Lunch		1.0%	
% Limited English Proficient	26.2%	% Students with Disabilities		21.2%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		31.2%	
% Hispanic or Latino	64.6%	% Asian or Native Hawaiian/Pacific Islander		1.6%	
% White	0.6%	% Multi-Racial		0.2%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.34	# 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)		4.5%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		5.29	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.2%	Mathematics Performance at levels 3 & 4		22.9%	
Science Performance at levels 3 & 4 (4th Grade)	77.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
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		NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		NO	
Economically Disadvantaged	NO				
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		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
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.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Based on the Priority and Focus School tenet 3.2 recommendation for 2015-2016, we will continue to implement systems for monitoring curriculum and professional development to ensure that instruction is rigorous, customized, inclusive, and aligned to the Common Core state standards.</p> <p>DATA TRENDS</p> <p>During the 2014-2015 school year, 10.6% of our students scored at or above grade level standards on the NYS ELA standardized exam. This is a 1.3% increase from the previous year’s performance scores of 9.3%. Our data shows consistent growth from baseline to midline and from mid-line to end-line in Fountas and Pinnell and on our MOSL assessments but ELA continues to be an area of focus for us.</p> <p>Strengths:</p> <p>Teacher teams meet throughout the school year during curriculum mapping sessions, creating learning opportunities that build deep contextual understanding of the content based on real world applications. Departmentalization in grades 3-5 allows for teacher specialization and targeted coaching by consultants. The school’s curriculum is</p>		

implemented consistently across all grades, and holds all students accountable to meeting learning expectations for students with disabilities, English language learners, and high need students providing additional supports as needed.

School Leaders and teachers continually plan and revise to better align the ELA and GoMath curriculum to the Common Core standards. The literacy common core standards are at the forefront of our curriculum development and have been developed using some resources from ReadyGen, Teaching Matters Early Reading in K-3, and Teaching Matters Writing in 4-5. The GoMath is implemented in K-5 and is aligned with the CCLS as well. To ensure high levels of thinking all teachers apply the cognitive rigor matrix to instructional practices as well as in task design

Needs Improvement: Based on the 2014-2015 Quality Review, there is still inconsistency in the implementation of agreed-upon strategies for extending higher-order thinking in a number of classrooms as evidenced by teacher directed low level questioning. In fact, in Domain 3b, 44% of teachers were rated 'Developing' based on our observations.

This resulted in diminished opportunities for all students to engage in conversations and challenging tasks that offer opportunities to extend their thinking.

Teacher teams met to analyze student work products and achievements but did not revisit to ensure the change strategy impacted the teaching and learning. Teachers did not consistently provide actionable feedback to students that would elevate the students' performance to make necessary adjustments to the curriculum on an ongoing basis. This inquiry based teacher team system would have helped the pedagogical staff refine instructional practices and ensure all students receive actionable feedback based on both formative and summative assessments.

Part 2 – Annual Goal

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

By June 2016 Coach, consultants, teacher teams, and administrators will develop a coherent, engaging, and rigorous curriculum plan that will systematically address the needs of individual students and that is accessible to all learners. Ensuring monthly progress as determined by observations, teacher team weekly planning meeting minutes and formative/summative data analysis evidenced by the implementation of instructional shifts in the curriculum and student performance assessed by teacher observations .

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>In order to continue to develop rigorous instruction and further support shifts in our literacy and math curriculum, in September 2015 School Principal will work with cabinet team to design and schedule instructional focus, Common Planning Time, Teacher protocols, Class Inter-visitations , Interdisciplinary Team planning periods, as well as, institute weekly Professional learning</p>	<p>Teachers</p>	<p>During the 2015-2016 school-year.</p> <p>Data Conferences and curriculum review will be held in January of 2016.</p>	<p>School Principal and Administrative team.</p>

<p>opportunities to support curriculum development:</p> <ul style="list-style-type: none"> • Collegial Conversation Forums • Teams research of the important concepts of the discipline using resources (e.g., the Educator Resources on the NYCDOE Academics pages for Arts, ELA, Mathematics, Science, Social Studies; Common Core Library; Common Core Roundup; professional organizations). • Teacher teams collaboratively plan with a colleague who has strong content knowledge. (partnerships) • Teams relate concepts within the discipline to one another. <p>Identify in unit or lesson plans the important concepts of the discipline and relate those concepts across disciplines.</p> <p>(SOP 3.2; 3.3; 3.4)</p>			
<p>As part of monitoring the progress of curricular and instructional programs, the cabinet has instituted five data assessment periods where teachers and administrators can analyze data trends including gains/deficits in students' academic performance. The tool used to track this data</p>	<p>Teachers</p>	<p>During the 2015-2016 school-year, on Monday afternoons, the curriculum team and consultants will provide training sessions on modeling teacher team practices, planning and protocols. Professional Development surveys will be completed by teachers in September 2015, January 2016, and June 2016.</p>	<p>Curriculum team will provide training sessions on modeling teacher team practices and protocols supported by Generation Ready, and Teaching Matters. Teachers will complete a Professional Development Needs Survey in September 2015, January 2016 and June 2016..</p>

has been created by a school data consultant specialist and is shared with the community of teachers via a web-based portal (DropBox.com). In addition to these assessment periods, the administrative cabinet has partnered with Teaching Matters, a professional educational consultant that will provide support in writing for the 4th and 5th grade teachers.

During the 2015-2016 school year, the curriculum teams will be supported by Generation Ready, Teaching Matters, coaches who will provide training sessions on effective teacher team practices, planning and teaching strategies in addition to analyzing student work using formative assessments. Focus will be on integrating student led discussions and writing development. Teacher inter-visitations will be scheduled to share best practices. Teachers will complete a Professional Development Needs Survey several times per year as a form of progress monitoring toward their professional goals. This will also be addressed during the mid and end year conferences.

Teacher Teams will:

- Develop that units and lessons align to outcomes that reflect important concepts of the content.
- Design activities that present students with opportunities

<p>for higher-level thinking by utilizing essential questions, writing rubrics, and student checklist.</p> <ul style="list-style-type: none"> • Designing an instructional map that builds on students’ prior knowledge and advances student learning. • Design activities that permit student choice and offer opportunities for students to work with one another. • principles and specially designed instruction like those found in the Writing Matters curriculum units. • Plan and implement a range of questions that reach Depth of Knowledge levels 3 and 4. • Planning open-ended, text-dependent higher order thinking questions. <p>(SOP 3.3; 3.4)</p>			
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<p>At the baseline, mid-year and final assessment periods, the principal and teacher team will analyze and aggregate scores from the Fountas & Pinnell Assessments, Baselines,</p>		<p>Teachers</p>	<p>During the Initial Planning Conferences, mid-year Data Conferences and the End of Year Conferences 2015-2016 school-year, the principal assistant principals and teacher team will analyze and aggregate scores from Fountas & Pinnell Assessments, DRA pilot program, Baselines, ELA/MATH test simulations, and Foundations. This data will be shared with teachers and teacher teams</p>	<p>Principal and curriculum team will analyze and aggregate scores from the Fountas & Pinnell Assessments, Baselines, ELA/MATH test simulations. This data will be shared with teachers and teacher teams</p>
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ongoing ReadyGen/Go Math unit tests, Foundations, and ELA test simulations. This data will be shared with teachers and teacher teams during data conferences and made accessible via DropBox throughout the school year. Demographic, grade level, and all sub-group data will also be available via DropBox for informed flexible grouping in order to adequately differentiate for individual students.

Teachers will:

- Apply a new instructional skill or strategy and determine its

<p>effect on student learning.</p> <ul style="list-style-type: none"> • Attended professional learning (including out of school PD's) related to your subject area or grade level. • Read educational periodicals for current information about effective instructional strategies. • Visit colleagues' 				
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<p>classrooms to enhance your own instructional knowledge and skills.</p> <ul style="list-style-type: none"> • Work with colleagues to examine how lessons and units align with the Common Core Learning Standards (or other relevant standards) mapped in the curriculum. • Design benchmark 				
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<p>assessments that measure student mastery of the skills or concepts that were taught.</p> <ul style="list-style-type: none"> Analyze student assessment results to adjust instruction according to how students learn best. <p>(SOP 3.3; 3.4)</p>				
<p>During the 2015-2016 school year school leaders and teachers will develop rigorous units of study, using student work to assess the design of the unit as it relates to student success and revise as needed.</p>	<p>Teachers</p>	<p>During the 2015-2016 school year, school leaders and teachers will develop rigorous units of study during the designated teacher team and common planning times</p>	<p>Curriculum departments, teacher teams, coaches, consultants and Assistant Principals will develop rigorous units of study via the teacher team and common planning time.</p>	

Created rubrics will provide specific feedback to students allowing for greater awareness of their next steps. These revisions will be done during the designated teacher team and common planning times with the support of the Literacy/Math consultant . Parent workshops will be designed to increase parent participation in supporting the curriculum at home.

Teachers will:

- Plan lessons and units aligned to the Common Core Learn Standards.
- Plan and revise tasks and activities to reach Depth of Knowledge levels 3 and 4.
- Provide students with choice within assignments.
- Make the content and the assignments relevant to the students. When planning, consider:
Why does this content matter?
How is it relevant to the students and to the discipline?
- Plan activities that have multiple correct answers (when applicable) and pathways to finding them.
- Invite students' input in designing or initiating changes to assignments or activities.

<ul style="list-style-type: none"> • Plan and ask diagnostic questions to elicit the extent of student understanding. • Use formative assessment techniques to assess the degree of every student's understanding during the lesson. • Implement a variety of assessments. • Analyze the evidence for patterns of understanding, both by groups and for individuals. • Adjust instruction based upon the evidence of student understanding (or lack of it). (SOP 3.2; 3.3; 3.4; 3.5) 			
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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>1.. Human resources like cluster teachers, will be used to ensure common planning periods will be embedded into the school day schedule. This will allow for ongoing collaboration between all grade level as well as content specific teachers. Common planning periods will also be created for special education teachers to support vertical planning and discussion as well as analysis of student work products and how they meet the goals set forth in the IEP's. Common planning periods will serve to support teachers to create and implement rigorous units of study with support from consultants.</p> <p>2. Human resources (consultants and allocations for per-session pay for teachers) will be allocated to support departmentalization of grades 3-5 for the Literacy and Math Block allows for teacher specialization and vertical planning. Departmentalization will allow teachers to focus on developing and enhancing their craft in a specific subject matter and provide for more focused planning. In planning for only one subject and grade teachers are able to improve the differentiation of each lesson making them more focused on the needs of individual students.</p> <p>3. Human resources (substitutes to cover for in/out of school professional development) will be allocated to support New Teacher Center Mentoring support for new and continuing teachers to support consistency within the classrooms. The mentoring program also serves to support teacher professional development and accelerate their effectiveness to ensure student success. New Teacher Center Mentoring program is a comprehensive teacher induction model with a wide range of professional development and communities of practice.</p>
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4. Professional Development Survey results and Measures of Teacher Practice (MOTP) guide professional development opportunities. Literacy coach will assist in developing and providing professional development that will be differentiated to meet the needs of individual teachers based on their self-reflections as well as the observations of coaches and administrators.
5. Per-session pay rate will be allocated to support summer and Saturday curriculum planning. Curriculum Mapping is an ongoing process that allows teachers the flexibility to modify units and lessons in accordance with new resources, technologies, student's preference and teacher's experience.
6. Teaching Matters, Literacy Coach, and teachers and writers collaborate coach (human resources), are schedules for weekly visits to support teacher growth via walkthroughs, observation, demo lessons, modeling, and grade level meetings.
7. Teacher Team meetings will be scheduled and will focus on promoting data analysis. Teacher Team protocols will be established to ensure continuity in how student work products are analyzed and how to effectively utilize that information when planning lessons and designing curriculum evidenced by teacher team norms.
8. Teachers will incorporate Douglas Fisher's Gradual Release Model. This model will provide teachers with an instructional framework for moving from teacher knowledge to student understanding and application. The gradual release of responsibility model ensures that students are supported in their acquisition of the skills and strategies necessary for success.
9. Teachers will allow more "wait time" during problem solving sessions to foster greater independence for students. This will be accomplished through the use of SMART board and computer resources for the purposes of research and the presentation of information and guidelines. Creating an environment in which students are required to tackle a problem from start to finish independently or in a small group will allow them to slowly become more resourceful and confident in their abilities to problem solve.
10. Our school offers **MyOn** to all students and teachers. **MyOn** is an online library program which allows access to thousands of books via any desktop, laptop, ipad, phone, or tablet that has internet/wifi connection. This program will also allow users to download books to use at a later time, add note, annotations and highlight important text.
11. Monday professional development sessions will be scheduled to support and enhance practices for all K-5 teachers from **Teach Like a Champion, Asking Better Questions, Teaching Matters Reading program, Writing Matters, and Teachers and Writers Collaborate coach.**
12. Monthly learning walks by the instructional cabinet, district support personnel, and consultants to assess instruction and develop informed and pertinent professional development as well as instructional improvement plans.
13. Teacher inter-visitations, both inter class and inter school will occur to share best practices and support teacher development.
14. Cabinet meeting times will be scheduled to evaluate calendar of collaborative practices, evaluate professional development implementation and progression, and assess school progress in adhering to focus and meeting goals.

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	X	Title I TA	X	P/F Set-aside	X	21 st Century	X	C4E
X	Title I 1003(a)	X	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.

Targets:

1. The extended cabinet which will include grade leaders, coaches, consultants and administration will meet monthly to plan and provide targeted professional development to ensure consistency with school wide pedagogical practices.
2. At the baseline (September), mid-year (January) and final assessment periods (May/June), the principal and curriculum team will assess and aggregate scores from Fountas & Pinnell, Foundations, iReady, Dolch Site Word List, and Ready Gen unit texts to monitor student achievement.
3. Monthly the instructional cabinet will evaluate Common Planning Time, Teacher Team, and Interdisciplinary Team within the school program as well as evaluate professional development needs. Teachers will complete a reflection sheet after each professional learning session to guide professional development needs.
4. Every week, the curriculum team, teachers and/or consultants will provide training sessions based on observations of teacher practice and assessment data that provide opportunities to embed opportunities for student led questions and discussions based on Teach Like a Champion and the Asking Better Question's Text.
5. Teacher teams, coaches, consultants, and Assistant Principals will develop rigorous units of study via the weekly teacher team and common planning.
6. Principal and Assistant Principal will Implement a school based tri-annual (September, January, and June)calendar of meetings to address and inform collaborative practices and next steps.

Timeline:

7. During the 2015-2016 school-year, the principal and assistant principals will provide weekly Common Planning and Teacher Team, and Interdisciplinary Team times within the school program
8. Administration will develop a professional learning plan with the coaches, consultants and teacher teams with a variety of professional development opportunities every Monday that is peer led.
9. During the 2015-2016 school-year, during Cabinet Meetings the school principal and the instructional cabinet will evaluate Common Planning Time, Teacher Team, and Interdisciplinary Team times within the school program as well as evaluate professional development needs via teacher reflections and surveys.
10. During the 2015-2016 school year, the curriculum team and consultants will provide training sessions that explain how to embed opportunities for student led questions and discussions based on 'Teach Like a Champion' and any other guided strategies.
11. During the 2015-2016 school year, the administration and extended cabinet will analyze aggregate scores from Fountas & Pinnell in both English and Spanish, Ready Gen, student work, and DRA2 English/Spanish to monitor student achievement.
12. During the 2015-2016 school-year, curriculum departments, teacher teams, coaches, consultants, and Assistant Principals will develop rigorous, CCLS aligned units of study beginning in the summer, the weekly teacher team, common, and Saturday planning time.

13. Extended cabinet will Implement a school based (September, January, and June) calendar of meetings to ensure we are evaluated, and informing collaborative practices.

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.	€
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.	€
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.	€
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.	€
<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>Developing</u> and <u>Ineffective</u>. 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>Reflections: Based on the Quality Review recommendation for 2014-2015, we will continue to implement systems for monitoring developmental health needs. These adaptive measures are implemented specific to individual student’ needs when growth is not actualized. This will create a clear link between students’ social and emotional development and success attaining school level achievement, aligned with the schools vision for a healthy and safe environment.</p> <p>Strengths: In reviewing the learning environment survey data, we noticed that the parent and teacher satisfaction percentage points have increased in the both the instructional core and the school culture categories. The results for the past year are: Instructional Core: 2012= 82%, 2013= 84%, 2014= 93% and School Culture: 2012= 89%, 2013= 84%, 2014= 93%.</p> <p>Needs Improvement: The administration as well as the School Based Support team will be monitoring and assessing Student suspension data. In addition, the administration will be partnering with the school Guidance department placing emphasis on social and emotional interventions promoting personal /academic behaviors, peer interactions, press toward academic achievement and classroom professionalism. The school is recommitted to infusing the Seven Habits/Leader in Me into school culture. Weekly meetings (SIT Team and Teachers) will look closely at and monitor student behavior. Stronger parent-school partnerships are needed to provide parents will the necessary skills to support the students at home. Teacher feedback to be reviewed after professional development sessions.</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.

By June 2016 school leaders will work to further improve the school's learning environment by implementing Positive Behavioral Interventions and Supports (PBIS), Leo's Sport Club, Leo's Den positive Reinforcement Reward Store, School Wellness Policy, Zumba For Girls, Asphalt Green Recess Activity Coach, SIT team, and Sheridan Reward Dollars, 7 Habits for Highly Effective People, and Town Hall for all grades to decrease the number of principal and superintendent suspensions for students, as evidenced through a 5% drop in OORS and school level referral data reports and a 3% increase in daily attendance.

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 September 2015, school leaders will update school-wide discipline policy and</p>	<p>Students</p>	<p>During the 2015-2016 school year, School Principal, Assistant Principals, School</p>	<p>School Principal, Assistant Principals, School Leadership Team and Family Worker,</p>

<p>the chain of command and will collect and analyze administrative data throughout the school year to identify ongoing incidents rates and attendance/lateness rates. (SOP 5.2; 5.5)</p> <p>During the 2015 – 2016 school year, teachers will monitor student behavior using the online ClassDojo behavior tracking tool. Positive rewards will be tracked using the DOJO system. The Guidance PBIS Team will use this data to implement initiatives to support student social and emotional development. This team will also share strategies for teachers to use from the Pre-referral Intervention Manual (PRIM) and Behavior Intervention Manual (BIM) to re-engage students. The PBIS team will also schedule venues, such as the N. E. D. show (www.thenedshow.com), to encourage exceptional behavior. (SOP 5.4; 5.5)</p>		<p>Leadership Team and Family Worker, Social Worker will update school-wide discipline policy as well as look at data for patterns and trends</p>	<p>and Parent Coordinator and Teachers will update school-wide discipline policy as well as look at data.</p>
<p>In September 2015 school leaders, teachers, paraprofessionals will facilitate the implementation of the “Leader In Me” program. Emphasis on read alouds and writing activities that focus on character education within the classrooms. A Student Council will be created.. An anti-Bullying Poster/Writing Piece contest will raise awareness about student positive behavior. A Student Council will be created,</p>	<p>Students</p>	<p>During the 2015-2016 school year. School Leaders, teachers, paraprofessionals, Guidance Counselors will support implementation of the “Leader In Me” program</p>	<p>. School Leaders, teachers, paraprofessionals, Guidance Counselors will support implementation of the “Leader In Me” program</p>

<p>which will meet to discuss ways to improve the cohesiveness across the student body. Events to celebrate solidarity and build school spirit will be planned, such as 'Funny Hat Day, Sports Team Jersey Day, and Pajama Day'. (SOP 5.4)</p>			
<p>In September 2015 the school leader will partner with Office of Safety and Youth Development and will incorporate strategies and teacher training from the Pre-Referral Intervention Manual to support teachers with handling behavioral issues before they escalate as evidenced by Class Dojo (SOP 5.2)</p>	<p>Students</p>	<p>During the 2015-2016 school year, the school leaders will partner with Office of Safety and Youth Development and will incorporate strategies from the Pre-Referral Intervention Manual.</p>	<p>School leader will partner with Office of Safety and Youth Development and will incorporate strategies from the Pre-Referral Intervention Manual.</p>
<p>In September 2015, school leaders including the principal, Assistant Principals, and PBIS Team will align guidance interventions and will conduct monthly assemblies to address anti-bullying behaviors and conduct bi monthly meetings with parents to inform them of our school policies. Monthly meetings will also occur with the School Leadership Team (S. L. T.) to discuss the impact on student life and how to continue or revise initiatives to foster positive social growth. (SOP 5.2; 5.3; 5.4; 5.5)</p>	<p>Students and Parents</p>	<p>During the 2014-2015 school year, school leaders including the principal, Assistant Principals, and Social and Family Worker will align guidance interventions and will conduct monthly assemblies to address anti-bullying behaviors.</p>	<p>School leaders including the principal, Assistant Principals, Social and Family Worker will align guidance interventions and will conduct monthly assemblies to address anti-bullying behaviors.</p>

Part 4 – Budget and Resource Alignment

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

PBIS Team will present positive behavior interventions professional development.

2. Assembly by: The Ned Show (www.thenedshow.com) and other organizations.

3. NYCDOE Office of Youth Development Bully Prevention workshops

4. Professional Development for teachers in establishing positive student behavior presented by the PBIS Team.

5. Professional Development using www.classdojo.com for teachers.

6. Monthly assemblies highlighting Citizen of the Month, Perfect Attendance, Most Improved

7. Professional Development focusing on Positive Behavior Intervention Services (PBIS), and behavior management assessment along with Functional Behavior Assessments (FBA) with comprehensive Behavior Intervention Plans (BIP)

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

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

Part 5 – Progress Monitoring

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

1. On a monthly basis, school leaders including the principal, Assistant Principals, School Leadership Team and the Family and Social Worker will evaluate school-wide discipline policy as well as look at incident data.

2. On a yearly basis, the principal will evaluate partnership with Office of Safety and Youth Development as well as evaluate strategies from the Pre-Referral Intervention Manual, Teach Like a Champion text, and 7 Habits Assembly.

3. On a quarterly basis, Teachers will be assessed on their effective use of the PRIM strategies and BIMs in their classroom.

4. On a monthly basis, School Principal, Assistant Principals, SBST, Family and Social Worker will evaluate guidance interventions as well as evaluate monthly assemblies that addressed student behaviors.

5. Assistant Principal, SBST, Family and Social Worker will do a mid-year evaluation of the Behavioral Response data.

6. Principal, Assistant Principals, School Leadership Team, and the Family and Social Worker will evaluate and monitor OORS reporting reports for incidents and suspensions monthly.

7. Principal will evaluate the realignment of the roles and responsibilities of the Family and Social Worker position on a yearly basis.

8. On a quarterly basis, all staff and faculty will evaluate the excellent conduct in all classes through the school wide incentive activities.

9. On a weekly basis, the Phys. Ed. teacher will evaluate the implementation of the Student Recreational and Fitness Activities.

10. Principal, Assistant Principals, School Leadership Team and the Family and Social Worker will evaluate Guidance After-School Programs on a yearly basis .

11. On a weekly basis, teachers will assess the impact of the www.classdojo.com on student behavior.

Timeline:

1. During the 2015-2016 school year, school leaders including the Principal, Assistant Principals, School Leadership Team and principal, Assistant Principals, School Leadership Team and the Family and Social Worker will update school-wide discipline policy as well as look at data.
2. During the 2015-2016 school year, the principal will partner with Office of Safety and Youth Development as well as incorporate strategies from the Pre-Referral Intervention Manual, Teach Like a Champion text, and 7 Habits Assemblies .
3. During the 2015-2016 school year, school leaders including the Principal, Assistant Principals, School Leadership Team and the Family and Social Worker will align guidance interventions and will conduct monthly assemblies to address student behaviors.
4. During the 2015-2016 school year, Parent Coordinator will establish Bi Monthly meetings with Parents to inform them of our school behavior policies and strategies they can use to support these at home.
5. During the 2015-2016 school year, Assistant Principal will develop a tracking tool using an excel spreadsheet.
6. During the 2015-2016 school year, the Principal, Assistant Principals, School Leadership Team and the Family and Social Worker will track OORS reports for incidents and suspensions.
7. During the 2015-2016 school year, the principal will realign the roles and responsibilities of the Family and Social Worker.
8. Throughout the 2015-2016 school year, all staff and faculty will promote excellent conduct in all classes through the school wide incentive activities and carnivals.
9. Throughout the 2015-2016 school year, Phys. Ed. teacher will implement the Student Recreational and Student Fitness activities.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Based on the 2014-2015 Quality Review , ‘the school needs to enhance the use of summative and formative assessments, including screening , progress monitoring , interim measures and outcome assessments, to develop highly dynamic and responsive plans on students’ strengths and needs. We must also ensure that all teachers use student performance data to develop individual action plans to support individual learning needs. WE must also ensure that all teachers use student performance data to develop individual action plans to support individual learning needs' as evidence of differentiated and academic intervention support.</p> <p>Strengths: With dedicated PD time each Monday after school, teachers are able to focus more on specific areas of development that are relevant to their current teaching practice and desired areas of growth. Both teachers and school leaders report that the hands-on role of teachers in designing and delivering PD has increased the overall effectiveness of the PD program. The administration has noticed improvements in teacher performance over time, as measured by observation ratings and data supports this noticing.</p> <p>Sheridan Academy for Young Leader’s approach to PD has also had a profound effect on school culture. By instituting quarterly conferences for discussions of professional growth, administration has encouraged a school culture that empowers teachers to communicate to the support staff resulting in a school of trust, collaboration, and more effective leadership. Additionally, because teachers receive personalized support based on their actual observation data, they have become much more tuned into grade and teacher specific development opportunities and have been more easily able to look beyond the evaluative aspects of Advance and focus on the development opportunities the system presents. As they prepare for school year 2015-16, the principal, assistant principals, coach and consultants have started looking at the data from their 2014-2015 Measures of Teaching Practice (MOTP) and Measures of Student Learning</p>		

(MOSL) to inform the PD menu for the upcoming school year. Simulated test results are used to support teaching and learning evidenced when teachers and administrators meet to discuss the student summative and formative assessments, performance trends and how they influence future planning during the Individual Planning Conferences (IPC), Mid-Year Data Meetings, and End of Year conferences.

In addition, to ensure that all students are actively engaged, the use of technology including iPads, iReady, and modeling for student led discussions are routine practices within classrooms. Planning documents for instruction include tiered and scaffolded questioning to assure that all students are met at their level, including students with disabilities and English Language Learners. Professional development opportunities build awareness of the importance of high levels of rigor in both planning and implementation of tasks.

Part 2 – Annual Goal

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

By June 2016, school administrators, coach and consultants will support teacher team collaborations in order to strengthen instructional capacity of a minimum of 90% of teachers measured by the implementation of new instructional strategies (evidenced by inquiry focus , agendas, meeting minutes, teacher feedback from peer observations and walkthroughs), and revision of curricula.

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>New teachers will be trained in the use of the Critical Friends Tuning Protocol to analyze student work and reflect on teacher practices. Those teachers that were previously trained in the protocol will be provided with supports and review to allow them to continue to refine their use of the Critical Friends Tuning Protocol to impact student achievement outcomes.</p>	<p>Teachers</p>	<p>Administration, Coaches and Teachers 2015-16</p>	<p>Administration , Coaches and Teachers 2015-16</p>
<p>Teachers will be afforded the opportunity to meet and reflect on the successes and challenges of teaching the knowledge and skills in the</p>	<p>Teachers</p>	<p>Administration, Teachers, Coaches, Network, Grade Meetings and Inter visitations 2015-2016</p>	<p>Administration, Teachers, Coaches, Network Grade Meetings and Inter visitations 2015-2016</p>

current units of study during grade meetings and inter visitations. The support staff will create a needs assessment as well as identify teacher experts within our school community who can share best practices.			
Professional development options will be created by Teachers for Teachers. All teachers will be afforded Lunch and Learn and formal Professional development opportunities, including book clubs to support the instruction of all students, especially English Language Learners, Students with Disabilities, Students in Crisis/High Need Students, and Students in Temporary Housing.	Teachers	Administration, Instructional Coaches, Teachers, Network 2015-2016	Administration, Instructional Coaches, Teachers, Network\2015-2016
Teachers and coaches will collaborate to ensure that the level of rigor of questions and student tasks within lessons and units are extended to allow all students to engage in higher-order thinking aligned to research based strategies such as Webb’s Depth of Knowledge (DOK), the Cognitive Rigor Matrix, and ‘Asking Better Questions,’ measured by the Danielson Framework component 3b.	Teachers	Administration, Instructional Coaches, Teachers, Network 2015-2016	Administration, Instructional Coaches, Teachers, Network 2015-2016

Part 4 – Budget and Resource Alignment

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

1. Professional Development Team meetings and survey result
2. Generation Ready Math Consultant and Teaching Matters progress logs

3. Teaching Matters: Reading K-3 and Writing for grades 4-5 , and Teaching Writing Collaboratively coach for grades K-3.
4. Measures of Student Learning data analysis results provided by Data-Corp consultant for data analysis
5. Measures of Teacher Practice (MOTP) results
6. Individual conferences with administration regarding professional goal
7. Cluster program that supports grade meetings embedded within school schedule
8. Per-session allocation to support the inclusion of Summer/Saturday and afterschool planning time
9. Teacher teams will conduct classroom visits to assess progress of instructional practices throughout the school
10. iReady, teacher conference notes, interim data benchmarks, and teacher team data talks will be used to progress monitor.

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

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

Part 5 – Progress Monitoring

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

1. Increase student performance on Post Unit Assessments in both ELA/Math will improve in comparison to Pre Unit Assessment.
2. Increase in student performance on rubrics indicating progression and mastery of CCLS Aligned Unit goals
3. Increase in Baseline, Midline, and End-line results in Mathematics
4. Measure the implementation of instructional shifts as discussed/recommended by teacher teams, coaches, consultants and administration according to Charlotte Danielson’s Measures of Teacher Effectiveness.
5. Teacher progress will be measured as a mid-point benchmark utilizing student performance portfolio work products

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The Learning Environment survey response rate this year was 75% by parents and 100% by teachers. The results in our School Environment Survey reveal that more than 86% of teachers report that the Principal participates in instructional planning with teachers and makes clear to the staff her expectations for meeting our school instructional goals and student achievement. 93% of the parents are satisfied or highly satisfied with their child's education. 82% of teachers report that school leaders provide time for collaboration among teachers. It also indicates that our administrative team encourages teachers to play integral roles in key decisions that affect student learning across the school. This supports our 2014-2015 Quality Review rating of Well Developed in 3.4 High Expectations.</p> <p>Our teacher teams and staff establish a culture for learning that systematically communicates a unified set of high expectations for all students and provide clear focused and effective feedback in guidance/advisement supports to ensure that students, including high-needs subgroups, own their educational experience and are prepared for the next level. This year we made a decision based on our observations, to develop Questioning and Discussion techniques as a means to promote the development of Critical Thinking Skills to improve conceptual understanding that can impact a 3-5% increase in both ELA and Math Unit test scores. (SOP 2.3)</p>		

Part 2 – Annual Goal

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

By June 2015, school leaders will allocate funds to purchase and integrate hardware, software, books and instructional intervention programs as well as align professional learning opportunities to support teacher pedagogy and ensure all staff, parents and students are provided with up-to-date resources that motivate students to learn and prepare them for middle school readiness. Achievement of goal will be evidenced through the increased amount of student led discussion and student centered classroom, as observed by school leaders through classroom visits and observations (MOTP) and a 5% increase in student achievement of Levels 3 & 4 on the New York State assessments in ELA and Math.

QR Findings Area of Strength:

“The school has established a culture for learning by consistently communicating high expectations to the entire school community including teachers, students and parents through timely on-going communication, and delivery of effective feedback and guidance supports. School leaders consistently provide training to support the elements of the Danielson Framework for Teaching. Structures that support high expectations assure a culture of mutual accountability among staff members. As a result of teacher teams’ and staff members critical interventions and on-going provision of feedback and advisements, students have ownership of their own educational experience and are prepared for the next level.” (SOP 2.2)

Area of Improvement

“Although we received a proficient rating in the Instructional Core 1.2 it is an area of focus for our school. There is a universal philosophy throughout the school based on how students learn best that is aligned to the Danielson Framework so that the needs of students are met. While school wide practices, including questioning techniques and scaffolds can be seen across grades, in some classes, there were uneven levels of all learners being able to engage in discussion and demonstrate meaningful work products.” (SOP 2.4; 2.5)

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>In September 2015, the principal will align budgetary sources to purchase hardware: Smart Boards, Computers, and i-Ready and Reading A-Z, Writing focused afterschool program and Saturday Academy materials. Budgetary resources will also be allocated to create Book Clubs and provide norming professional development to ensure consistency in student work evaluation.</p>	<p>Teachers</p>	<p>2015-2016</p>	<p>Administration(Principal and Assistant Principals)</p>
<p>During the 2015-2016 school year, the principal will align</p>	<p>Teachers, Supervisors, family workers and secretary.</p>	<p>2015-2016</p>	<p>Administration(Principal and Assistant Principals)</p>

<p>budgetary resources to Book Clubs, ELA/ Math After-School program, and Saturday programs with funding for per-session for supervisors, teachers, family worker, and/or secretary to ensure collegial conversations that consistently impact initiatives to maximize student learning.</p>			
<p>In September 2015, the principal will align budgetary sources to implement professional learning opportunities for teachers and parents via Book Clubs, beginning reading skills seminars, homework assistance workshops and math concepts workshops.</p>	<p>Teachers, Parents</p>	<p>Workshops will occur monthly</p>	<p>Administration(Principal and Assistant Principals)</p>
<p>By June 2016, the administration will have hosted at least 3 feedback sessions to evaluate the effectiveness of the resources, programs, and consultants being utilized with assistance of the instructional committee.</p>	<p>Administration, School Leadership Team</p>	<p>2015-2016</p>	<p>Administration(Principal and Assistant Principals)</p>

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>
<ol style="list-style-type: none"> 1. Weekly cabinet meetings will take place to discuss the effectiveness of instructional resources using observations and student data based on both summative and formative assessments. 2. Budget meetings will take place with budget personnel to ensure monetary resources are being used to make adjustments and implement Professional Learning Opportunities to support teacher pedagogy including hiring subs to allow for greater inter-visitations amongst teachers. 3. Principal, Assistant Principals, coaches, and consultants will meet on a monthly basis to assess the impact of the afterschool programs as well as software, hardware, and the integration of technology, specifically library resources. 4. Principal and Assistant Principals will sit in on teacher teams to assess the teachers’ practices with regard to analyzing data and how it impacts school curricula.
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

Part 5 – Progress Monitoring

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

1. Using the Charlotte Danielson rubric, all teachers should advance from developing to effective and highly effective during Formal Observations in their respective areas of development by the end of February 2016
2. Learning Environment Survey for the 2015-2016 school year in the area of ‘Effective School Leadership’ should reveal improvement in :
 - A. Teacher input in hiring new personnel ,
 - B. Planning how discretionary funds will be used
 - C. Communicate a clear vision
 - D. Know what is going on in the classroom
 - E. Carefully track student progress
 - F. Participate in instructional planning with teacher teams
3. Initial Planning Conference goals identified by teachers should be attained by June 2016 evidenced during the end of year conference.
4. Throughout 2015-2016, teachers will implement technology in their daily practices (Smart Boards, iPads, and Desktops).
5. Throughout 2015-2016 school year, all staff will have access to Reading A-Z, I-Ready Math/ELA curriculum and associate materials.
6. Throughout 2015-2016 school year, all students will have been offered opportunities for Book Clubs, After-school classes, and Saturday and morning programs.
7. Throughout 2015-2016 school year, all staff and students will have access to new guided reading and classroom libraries as well as online reading resources such as ; myOn, iready, reflex math, Reading A-Z, Time For Kids, and many more.
8. By the end of each quarter, administration will evaluate the impact of all the programs and resources and make strategic adjustments with staff input via school needs assessment survey.
9. By the end of each quarter, administration will evaluate the impact of the teacher team initiatives as well as the Professional Learning opportunities reviewing and participating in weekly and monthly meetings.

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

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

Section 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.	E
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.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. 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>Based on the 2014-2015 Priority and Focus School Recommendations, ‘the school needs to continue to ensure that all staff members understand how to create and sustain high levels of family engagement by developing strong parent partnerships. We need to expand the current practices to include professional development for parents that provide strategies they can use at home to support their child’s academic needs. We will also act upon the Chancellor’s Initiative to run campus based parent learning sessions in conjunction with the partnering school with which we share the campus.</p> <p>Strengths: At the Sheridan Academy we include parents in all aspects of our educational and social plans. Our School Leadership team, along with our Parent Teachers Association, welcomes parent involvement and input as evidenced by the 98% participation of parents in the 2014 School Survey and 95% satisfaction rate with our Instructional Core and School Culture. We offer parent workshops on a variety of topics such as the Common Core Learning Standards, supporting students at home, preparing students for the NYSESLAT, ELA and Math state exams, bullying prevention, safety, how to handle difficult children, and a variety of other topics. Communication is paramount and we send home a monthly newsletter, School leadership team bulletin Board, calendar and flyers reminding parents about our school events and professional learning.</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, M measurable, Achievable, Relevant, and Time-bound.

Using a variety of outreach strategies and the Tuesday Parent Engagement time, parent visitation and participation in parent workshops will increase by 20% as evidenced by attendance rates at events.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>In September we will send out a parent questionnaire in their native language and provide access to language interpretation so parents feel their needs or wants are heard in order to develop</p>	<p>Parents</p>	<p>2015-2016</p>	<p>School Leaders, Parent Coordinator, Family Worker, Parent’s Association, support staff</p>

stronger relationships. (SOP 6.2)			
Throughout the 2015-2016 school year, the principal and various staff members will conduct staff trainings on the use of myOn , Reflex Math, class dojo, and iReady resources as well as provide literature and letters to parents explaining the rationale behind the school programs. (SOP 6.5; 6.4)	Parents	2015-2016	School Leaders, Parent Coordinator, Family Worker, Parent’s Association, support staff
Throughout the 2015-2016 school year the principal will coordinate with homeroom teachers to monitor parent submission of emails to enroll in the program as well as work with the Parent Coordinator to conduct parent technology nights to promote online communication programs i.e., my class dojo and i-ready. (SOP 6.5)	Parents	2015-2016	School Leaders, Parent Coordinator, Family Worker, Parent’s Association, support staff
Throughout the 2015-2016 school year, we will conduct parent workshops to encourage parent support of all instructional and behavioral school policies and goals (SOP 6.2) .	Parents	2015-2016	School Leaders, Parent Coordinator, Family Worker, Parent’s Association, support staff
Throughout the 2015-2016 school year , we will conduct more parent – student activities, in conjunction with the Parents Association and the School Leadership team to encourage greater accessibility for parents (SOP 6.3) .	Parents	2015-2016	School Leaders, Parent Coordinator, Family Worker, Parent’s Association, support staff

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.

1. Class Dojo.com an online behavior management system
2. Parent Coordinator and School instructional staff will conduct Monthly Parent Workshops on curriculum and school policy. We will describe the curriculum goals for ELA and Math, NYSESLAT, as well as expectations for the school year. We will provide families with clear guidelines for communicating with classroom teachers, through telephone, email, and classroom notes.
3. Tuesday Parent Engagement time parent workshops facilitated by classroom teachers. We will provide families with regular feedback of their children’s level of achievement for each unit along with strategies for parents to implement at home to help their children improve. At regular intervals, explain the significance of different achievement levels and learning rubrics to families, especially for high-needs students and those at risk.
4. In order to build stronger family ties, Parent and Student Activities will take place focusing on fun activities such as; Book Night, Movie Night, Bowling Night
5. Increase Parent Support through, Parent Retreats, NYSABE convention, Yearly Parent Education Retreat (to be determined by our SLT Committee)
6. Participate in District Literacy, Math, and Science Fairs
7. Participate in New York Yankee Winter Wonderland
8. Family Worker will support at risk students, parents and shelter students for both academic and socio emotional needs.
9. Cultural celebrations, Father -Daughter dance, Mother- son dance, Talent show, Parent walkthrough, and Parent volunteer day.

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

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

Part 5 – Progress Monitoring

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

- Targets: 1. Monthly check on usage of iReady, Reflex Math, and MyOn.
2. Check monthly attendance at Parent activities
- Timeline:
1. Monthly Activities calendar of events and information
 2. Learning Environment Survey for 2015-2016 school year
 3. Student achievement scores for ELA/Math June 2016
 5. Attendance at Tuesday Parent Engagement sessions as evidenced in communication logs.

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)	Running Records, 1:1 Conferences, Pre & Post Unit Assessments, State exam data, DRP data, report card information, teacher referral, department referral	Wilson Intervention Program, i-Ready, Lively Letters, Guided Reading	Small group, one-to-one, tutoring	Before school day, zero intervention period, lunch time, after-school, Saturday school
Mathematics	Baseline assessments, Chapter Tests, Fluency Quizzes, State exam data, DRP data, report card information, teacher referral, department referral	Reflex Math, Ready, , AIS	Small group, one-to-one, tutoring	After-school, Saturday school
Science	State exam data, DRP data, report card information, teacher referral, department referral	Science course work	Small group, one-to-one, tutoring	Lunch time, after school, Saturday school
Social Studies	State exam data, DRP data, report card information, teacher referral, department referral	ELA units with infused social studies content and interactive writing for unit task	Small group, one-to-one, tutoring	Before school day, zero intervention period, lunch time, after-school, Saturday school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP mandated, State exam data, DRP data, report card information, teacher referral, department referral, Principal, Agency referral	At-risk counseling, Response to Intervention, Positive Behavior Incentive Support Program, Student Incentive Programs , SIT team, Attendance team, At risk counseling (Counselors and or social worker), RTI, BIP plans,	Small group, one-to-one, tutoring	Before school day, zero intervention period, lunch time, after-school, Saturday school

		functional behavioral counseling, academic counseling, 504 Accommodation for At-Risk immunization, triage as needed by the Morris Heights Clinic, referrals, and wellness consultation committee, Class Dojo		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>WE all attend teacher fairs to recruit teachers or other pedagogues and hiring all teachers will be done by the hiring committee which consists of teachers and administration. All teachers will provide instruction in ELA and Math in their license areas during the school day, after school and Saturday programs. Teachers will be given continual professional development on The Danielson Framework, creating effective Common Core Learning Standards-aligned lesson plans and time management strategies. The school extended cabinet will conduct monthly meetings and appointed mentors will meet weekly with the new teachers to provide support and build trust. Quality professional development to ensure staff is highly skilled will be provided on an ongoing basis throughout the school year. The professional developments will include but is not limited to:</p> <ol style="list-style-type: none"> 1. New Teacher Center District Nine Initiative for dedicated school based mentor 2. Workshops for teachers on track for tenure 3. New teacher training program conducted by Principal, Assistant Principals, Coaches, Department Chairs and retired Principals (Mentors). 4. Buddy teachers and special emphasis on classroom intra-visitations and school inter-visitation 5. A program schedule that builds common planning time, departmental conferences, and grade conferences 6. Special emphasis on the Depth of Knowledge Wheel and the Cognitive Rigor Matrix to promote rigor and higher order thinking tasks/questions 7. Provide ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis 8. Partner with other schools to provide lesson plan clinics, Instructional Rounds, and classroom visits 9. Quarterly staff meetings to address teaching practices and data progress 10. Network with other Principals and Assistant Principals with the focus of recruiting teachers or staff members

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).

Throughout the 2015-2016 school year we will continue to build upon the organizational and programming measures established when we departmentalized in 2014-2015. Common planning time continues to be scheduled at least once per week per grade although most grades have two; in addition all grade leaders have a common period scheduled once a week for vertical planning as well. We have expanded our allotment of common planning time to now include weekly common preps for self-contained Special Education (SE), Integrated Co-Teaching (ICT), and SETTS teacher vertical common planning and discussion. SE and ICT teacher continue to meet with grade level teams as well.

Our Literacy Program continues to be an area of focus so increasing the amount and quality of professional development for the staff is a necessity. Over the last several years we have gradually focused on the main components of the Balanced Literacy approach and we continue to focus on guided reading and have allocated funding for additional guided reading materials and professional development. For the 2014-2015 school year we will also employ two Teaching Matters Consultants, one for grades K-3 to support us in the implementation of the Reading Matters program and the other for grades 4 and 5 to support us in the implementation of the Teaching Writing Matters program. In an effort to differentiate the professional development we ask our staff, to complete a Professional Development Needs Survey. Utilizing the information gathered from the survey, IPC, and Goal conferences, we provide opportunities both on and off-site in literacy, math, and special education with a focus on the social emotional and Autism Spectrum Disorder, English as a Second Language and Dual Language programs. Due to the percentage of Students with Special Needs at Sheridan, we have a large number of paraprofessionals and we recognize the vital role they play in the classroom, therefore we insist that they participate alongside their teacher colleagues in all applicable professional development opportunities as well as provide professional learning opportunities by identifying capacity builders .

In an effort to build upon our teacher leaders, build capacity within our school and tap into individual strengths we also encourage teacher led professional development activities designed by our extended cabinet with an emphasis on lesson and unit planning aligned to the Common Core Learning Standards. Inter-school instructional rounds, and instructional leads training, as well as Central led professional developments will be attended throughout the school year. Our focus on mathematics instruction and refining the expertise in this area for our departmentalized teachers will continue with the support of our Generation Ready Mathematics consultant.

Because we know that professional development does not begin and end with the teachers, and education is an ever evolving industry the administration, office staff, parent coordinator, family workers and school aides will also continue to attend professional developments. Assistant principals will attend offsite professional development alongside teachers; principal led professional development, and ELL/ELI workshops. Principal will also offer and provide a variety of professional development for teachers based on the needs assessed by coaches, consultants, teachers and administration actionable feedback.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

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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.).
Family workers, parent coordinator, and social worker will collaborate with area preschool programs to provide joint parent workshops, information on academic programs and early intervention services.

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.
Default on Measures of Student Learning. : The MOSL committee consists of several teachers and an administrator selected to select Default Measures of Student Learning. Members of the MOSL committee discuss all options with staff and a collective decision is made as to what assessments should be selected to assess student progress and teacher practice. Teachers received professional development resources from the district on the administration of the exam and coaches provided professional development norming how to use the rubrics for NYC performance assessments with fidelity. Professional development on how to use data from these assessments for future planning has been and will continue to be provided by the MOSL coach assigned to our school as well as the Achievement Coach. Teachers will also continue to develop authentic real world assessments as they plan their curriculum units which will include rubrics and checklists.

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 FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	622,100.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			

Title II, Part A	Federal	95,064.00		
Title III, Part A	Federal	17,812.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,693,821.00		

¹**Explanation/Background:**

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

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

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

- 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. **[School name]**, 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. **[School name]** 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 practical in the languages that parents can understand.

School-Parent Compact (SPC) Template

[The Sheridan Academy for Young Leaders] , 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

Requesting parent participation during our learning walks;

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:

- Monthly calendars: date of distribution to parents: the first of every month
 - Parent-teacher conference announcements: dates of distribution to parents: 9/11/2015; 10/30/2015; 2/26/2016; 5/6/2016
 - After-school program permission slips: date of distribution: October 2015
 - Trip permission slips (dates will vary)
 - New York State testing dates: date of distribution to parents: 4/1/2016

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The Sheridan Academy for Young Leaders, 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. The Sheridan Academy for Young Leaders 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)

The Sheridan Academy for Young Leaders, 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;
 - Requesting parent participation during our learning walks;

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 they receive the following documents in their native languages:

- Monthly calendars: date of distribution to parents: the first of every month
- Parent-teacher conference announcements: dates of distribution to parents: 9/11/2015; 10/30/2015; 2/26/2016; 5/6/2016
- After-school program permission slips: date of distribution: October 2015
- Trip permission slips (dates will vary)
- New York State testing dates: date of distribution to parents: 4/1/2016

- ensure teachers survey parents native and/ or choice of language that they prefer to receive information in order to anticipate the parent's needs especially since our school's language needs is:
 1. English
 2. Spanish
 3. Bengali
 4. Mandingo
 5. Soninke
 6. Twi
 7. Arabic
 8. French
 9. Afrikaans

· ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

· notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

· arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;

· planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

· creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

· assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

· sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

· supporting parental involvement activities as requested by parents;

· ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully aligned with the 7 Habits of Highly Effective People and Positive Behavior Intervention System's (PBIS) Agreements Be Respectful, Responsible, Fair, Courteous, and demonstrate Citizenship ;
- 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>Sheridan Academy for Young Lea</u>	DBN: <u>09X457</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>86</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>6</u>
of content area teachers: <u>0</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: SAYL AFTER SCHOOL PROGRAM AND SATURDAY ACADEMY

At the Sheridan Academy for Young Leaders, our students are uniquely diverse and this diversity has a profound impact on our school culture. The student population at SAYL consists of 66.78% Hispanic, 30.22% Black/African, 1.34% White, 1.34% Asian, and 0.17% Multi-racial. In addition, we have an ELL dominated school; in fact, ELLs make up 23.54% of our school demographic.

Our overriding goal is to maintain high expectations for all our ELLs; in fact, we strive to provide them with high quality instruction. With this in mind, we have designed a rigorous and intensive After School Program and Saturday Academy targeting ELLs, based on their performance of the NYSESLAT and the Fountas and Pinnell Benchmark Assessment System.

The targeted group for the After School Program includes: third, fourth, fifth graders performing at the Intermediate, and Advanced levels as determined by the 2014 NYSESLAT scores. The Newcomers' group consists of students in grades three, four, and five performing at the Beginning level as determined by the NYSITELL scores. The teaching staff for the After School Program consists of two certified ESL teachers and one certified Bilingual teacher. The After School Program will take place during the following days and hours: Wednesday and Thursday from 2:25 - 5:00 PM. The program will run from November 19, 2014 to March 26, 2015. It will consist of 30 sessions. Moreover, the After School Program includes one third/fourth grade class, one fifth grade class, and one class especially designed for newcomers. Each class will have approximately 10 to 12 students.

The teaching staff for the Saturday Academy will consist of three certified ESL or Bilingual teachers. The Saturday Academy will run from December 6, 2014 to March 28, 2015. There will be a total of 14 instructional sessions. The hours will be 8:30 am-1:00 pm. There will be one kindergarten class, one first grade, and one second grade class. Each class will have about 10 to 12 students.

Our instructional focus for the After School program and the Saturday Academy is to provide instruction designed to move students in the continuum of language proficiency levels and to improve their academic skills. Furthermore, our teaching staff will provide quality instruction to our ELLs with a focus on the four modalities of language acquisition: listening, speaking, reading, and writing. In order to make content comprehensible, the teachers will use scaffolding strategies to facilitate student learning. Growth in students will be measured by their performance on the 2015 NYSESLAT scores and the Fountas and Pinnell Benchmark Assessment System.

We have purchased the Language Proficiency Intervention Kit, which is a research-based resource to help the newcomers learn basic and functional use of the English language. Also, the Language Proficiency Intervention Kit is a proven resource for increasing academic vocabulary acquisition, fluency, and comprehension. Additionally, The Getting Ready for the NYSESLAT from Attanasio and Associates will be purchased since the 201-2015 versions are fully revised and aligned with the Common Core Learning Standards. The following grades will use Getting Ready for NYSESLAT: Kindergarten, first, second, third, fourth, and fifth. Our teachers were offered and attended professional development with a focus on the use and implementation of the instructional programs.

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: _____ Professional Development

-
In accordance with our continued dedication to raising standards, the teaching staff at SAYL will participate in a book club where they will discuss research-based strategies to address the needs of the ELLs in their classes. We will be reading five chapters from the book: The ESL/ELL Teacher's Survival Guide: Ready-to-Use Strategies, tools and Activities for teaching all Levels.

The book club will take place every fourth Monday of the month during the UFT Professional Development period. We will have 5 sessions. The book club will begin on the fourth Monday of January and will end on the third Monday of May. Please note that since the fourth Monday of May is a federal holiday, the book club will meet on the Third Monday of May.

-
Topic 1: Getting Started With English Language Learners

Date: January 26, 2015

Rationale: The purpose of this book club session is to share some facts about the ELL population; provide teachers with a primer on ESL research; and give them a quick tour of ESL Best practices.

Time: 2:20- 3:10 pm

Name of Providers: Vivian Zapata, Barbara Chery, Nandy Persaud, ESL teachers; Ms. Stacey Moskowitz, Literacy Coach

Audience: Teachers from grades K-5,

-
Topic 2: Teaching Beginning English Language Learners

Date: Monday, February 23, 2015

Rationale: During the second session of the book club, teachers will learn the key elements of a curriculum for beginning ELLs.

Time: 2:20-3:10 pm

Name of providers: Vivian Zapata, Barbara Chery, Nandy Persaud, ESL Teachers; Stacey Moskowitz, Literacy Coach

Audience: Teachers from grades K-5

-
Topic 3: Teaching Intermediate English Language Learners

Date: Monday, March 30, 2015

Rationale: During the third session of the book club, teachers will learn the key elements of a curriculum for intermediate ELLs. In addition, teachers will learn how to use text to generate analytical writing lesson plans.

Time: 2:20-3-10 pm

Name of providers: Vivian Zapata, Barbara Chery, Nandy Persaud, ESL Teachers; Stacey Moskowitz, Literacy Coach

Audience: Teachers from grades K-5

-
Topic 4: Teaching English Language Learners in the Content Areas

Date: Monday, April 27, 2015

Rationale: Teachers will be introduced to the Organizing Cycle: a framework that is used by successful community organizers to encourage people to participate in public life; especially those who have not previously participated in community improvement efforts. Teachers will learn how to use the

Part C: Professional Development

Organizing Cycle to help the ELLs in their classes learn a new language and a new way of thinking about how to engage with each other and with the world. In addition, teachers will explore different strategies to teach social studies, science, and math.

Time:2:20-3-10 pm

Name of providers: Vivian Zapata, Barbara Chery, Nandy Persaud, ESL Teachers; Stacey Moskowitz, Literacy Coach

Audience: Teachers from grades K-5

-
Topic 5: Further Strategies to ensure Success of ELL in Mainstream Classrooms

Date: Monday, May 18, 2015

Rationale: In the last session of the book club, teachers will learn how to use learning games in the classroom to support ELLs. Teachers will also discuss how to handle potential challenges that may arise during the school year.

Time:2:20-3-10 pm

Name of providers: Vivian Zapata, Barbara Chery, Nandy Persaud, ESL Teachers; Stacey Moskowitz, Literacy Coach

Audience: Teachers from grades K-5

-

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: Parent Engagement Activities

At the Sheridan Academy for Young Leaders, parent engagement is one of our main priorities. In effect, we offer outreach to the parents of our English language learners through letters, flyers, announcements, Title III letters (translated in the parents' native languages) on a regular basis.

-
Moreover, our parent coordinator, Mr. Brioso meets and communicates with the parents on a daily basis. Every morning, Mr. Brioso makes himself available to answer parents' questions and concerns regarding any issue about their children's education. If Mr. Brioso is unable to address the parents' concerns, he directs the parents to an administrator and/or teachers who can assist the parents. In addition to that, we have been using and continue to use the UFT Parent Engagement periods on Tuesday afternoons to meet with parents to discuss student progress and academic expectations. The parent coordinator and our PTA School's PTA president articulate with the administrative team, The ESL coordinator, ESL teachers, and guidance counselors to find ways to better serve the parents of ELLs in our community.

-
In an effort to support parents in learning language acquisition skills, PS 457x will begin offering GED and ESL classes that will support them in improving their language skills. In addition, these classes will equip parents of ELLs with the skills needed to help their children at home. We strongly believe that as the parents attend the Saturday GED and ESL classes, they will grow academically together with their children which will lead to higher ELL students academic achievement.

The ESL and GED classes will begin on January 10, 2015 and ends on March 28, 2015 with a cultural celebration. There will be a total of 10 sessions. The hours will be 9:00 am-1:00 pm. They will be taught

Part D: Parental Engagement Activities

by an Adult Education teacher, Ms. Arbizzani.

-
As stated above, at Sheridan Academy for Young Leaders we believe that parent involvement plays a major role in students' success. As a matter of fact, many of the parents of our ELLs are new to the United States while others have lived here for many years. But, many of the parents are not familiar with the ways that the elementary and secondary schools operate. Consequently, it is very difficult for them to navigate our school system and find and/or obtain the benefits that can be afforded to their children. For this reason, our school has launched four workshops during the school year 2014-2015 to equip parents with the skills needed to navigate the school system and help their children become successful.

-
1) Rationale: The purpose of this workshop is to give parents the opportunity to visit their children's classes in order to get acquainted with the teachers and the curriculum. The parents were given an orientation during which they were informed about the school expectations and the content curriculum. The parents of ELLs were especially encouraged to attend the orientation and visit their children's classrooms. The ELL parents were encouraged to sit in and observe the strategies that the teachers use to make content comprehensible.

-
Schedule and Duration: Wednesday, October 10, 2014 from 9:00-11:00 am.

-
Topic covered: A Day in My Child's Class

-
Name of provider: Mr. Brioso, parent coordinator and Iris Jimenez, PTA president

-
How parents will be notified: Letters translated in the parents native languages were sent to the parents to inform them about the presentation.

Mr. Brioso had face-to-face meetings with the parents to encourage them to attend and participate in the presentation.

-
2) Rationale: In the past few years, many schools in the United States, including the New City school system have adapted the Common Core Learning Standards as the learning goals for what students should know and be able to do at each grade level. With this in mind, helping parents understand what is expected of their children is a critical component of students' success in school.

-
Schedule and Duration: Tuesday, November 25, 2014 from 9:00-11:00 am

-
Topics covered: Understanding the Common Core and What you can do to help

-
Name of Provider: Stacey Moskowitz, Literacy Coach; Sabriya Elam, Literacy Coach, T.F.S

-
How parents will be notified of these activities: Letters translated in the parents native languages were sent to the parents to inform them about the workshop. The parent coordinator, Mr. Brioso made phone calls to remind parents about the workshop.

-
3) Rationale: Every year parents of ELLs struggle with finding ways to help their children prepare for the NYS ELA and Math. The literacy and math coaches will provide the parents with information, strategies, and resources so that they can help their children at home. In addition to that, The ESL teachers will provide parents of ELLs with strategies to help their children understand academic vocabulary.

Part D: Parental Engagement Activities

Schedule and Duration: Thursday, March 5, 2015 from 9:00 -11:00 am.

- Name of Provider: Stacey Moskowitz, Literacy Coach and Dr. Scafidi, Math Consultant

- Topic to be covered: Preparing for the NYS ELA and Math: what you can do to help your child

- How parents will be notified of these activities: Parents will be notified through letters and follow-up phone calls.

- 4) Rationale: In this workshop, parents will learn how to get their children ready for the NYSESLAT. the ESL teachers will provide the parents with reaseach- based strategies and resources to help their children successfully pass the NYSESLAT.

- Schedule and Duration: Thursday, March 12, 2015 from 9:00-11:00 am

- Topic to be covered: Getting your Child Ready for the NYSESLAT.

- Name of Provider: Vivian Zapata, Barbara Chery, and Nandy Persaud, ESL Teachers

- How parents will be notified: parents will be notified by letter. Also, there will be follow-up phone calls to inform the parents.

-
-
-
-

Part E: Budget

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

Allocation Amount: \$0

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

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

Allocation Amount: \$0

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">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 09	Borough Bronx	School Number 457
School Name Sheridan Academy for Young Leaders		

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 Lisette Febus	Assistant Principal Jose Gonzalez
Coach Stacey Moskowitz	Coach
ENL (English as a New Language)/Bilingual Teacher Barbara King	School Counselor
Teacher/Subject Area Nandy Persaud/ESL	Parent
Teacher/Subject Area	Parent Coordinator Gilberto Brioso
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

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	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	3
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]		Number of teachers who hold both a bilingual extension and TESOL certification	2
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	2

D. Student Demographics

Total number of students in school (excluding pre-K)	606	Total number of ELLs	114	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 checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): English/Spanish
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	2	2												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	114	Newcomers (ELLs receiving service 0-3 years)	77	ELL Students with Disabilities	12
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	37	Long-Term (ELLs receiving service 7 or more years)	0

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	0	0	0	0					0
DL	26	0	0	0	0					0
ENL	41	0	3	47	0	14				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE	12	12	14	12															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): <u>48</u>	Number of students who speak three or more languages: <u>0</u>
--	--

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	19	23	21	10	8	19								0
Chinese														0
Russian														0
Bengali					1									0
Urdu														0
Arabic					1									0
Haitian														0
French		1			1									0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	1	3	2	2								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)	7	2	1	3	4	3								0
Emerging (Low Intermediate)	4	4	1	2	1	0								0
Transitioning (High Intermediate)	2	3	5	0	2	2								0
Expanding (Advanced)	7	15	12	8	6	15								0
Commanding (Proficient)	3	7	8	10	0	3								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8				0
4	19	3			0
5	15	2			0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	5	2	1		1				0
4	16		5	1	1		1		0
5	15	2	2						0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	4		12		6	1	2		0
8									0
NYSAA Bilingual (SWD)									0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

To assess the early literacy skills of all our students, K-5, our school uses the Fountas and Pinnell program. It is used to determine baseline reading levels as well as monitor ongoing progress. A baseline writing assessment is also used to determine the students' basic writing skills. For our students enrolled in the dual language program, we use the Fountas and Pinnell (Spanish version). In addition, the NYSESLAT and NYSITELL results are also utilized to specifically assess ELLs; in fact, they present a broad view of students' performance in the four spectrums of Reading, Writing, Listening and Speaking.

We have observed that using a range of assessment programs helps us determine specifically, our students' areas of need and strength. Thus, we don't use the assessments in isolation, but compare/contrast and integrate the results of the different assessment programs to help give us a clearer picture of where the students are exactly, in terms of literacy skills. This helps to inform our instructional plan. Having studied the results of the data from the afore-mentioned assessments, we have determined the following: in the areas of Listening and Speaking, our students are performing at the Entering, Emerging, Transitioning and Expanding levels of proficiency; while in the areas of Reading and Writing they are mostly Entering, Emerging, and Transitioning and very few are Expanding . The results of the data help inform our instructional plan and prescribes the need for a strong balanced literacy program.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data from the NYSESLAT and the NYSITELL reveal that in the areas of Listening and Speaking, our students are performing on the Entering, Emerging, Transitioning and Expanding levels of proficiency; while in the areas of Reading and Writing they are Entering, Emerging, and Transitioning.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data from the NYSESLAT and the NYSITELL reveal that in the areas of Listening and Speaking, our students are performing Emerging, Transitioning, and Expanding levels of proficiency; while in the areas of Reading and Writing they are Entering, Emerging, and Transitioning. This helps inform our instructional plan and prescribes the need for a strong balanced literacy program. We are supporting our ELLs using targeted guided reading and writing resources to enhance their literacy skills. Additionally, our ELLs are

invited to be part of our After School Program as well as our Saturday Academy. The focus of all of these programs is predominantly to develop our ELLs's reading and writing skills.

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

4a. After carefully examining students ELA results, we can see some patterns across grades. The majority of our ELL students scored in the 1 and 2 range. An item analysis conducted showed that students are lacking in vocabulary development.

4b. The ELL Periodic Assessment was not administered last year.

4.c The ELL Periodic assessment was not administered last year.
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](#).]

The Sheridan Academy for Young Leaders (PS 457x) uses data in a strategic way to instructionally support English Language Learners. The school engages in progressive data collection throughout the year using assessments aligned to the Common Core Learning Standards. In the area of English Language Arts the Sheridan Academy uses the Fountas and Pinnell Reading Assessment system for grades K-2 and IReady Reading Assessment to assess literacy skills of students in grades 3-5. The school uses these programs to track student progress in the reading areas of:

 - phoneomic awareness
 - decoding
 - Accuracy
 - Fluency
 - Comprehension

Sheridan Academy uses a progress monitoring benchmark tool to determine the aptitude levels of its students. Based on this tool, we assess our entire student body three times a year. If students are not performing at or above grade level during any time of the standard reading assessment periods, they are additionally assessed to further identify, track, and remediate deficiencies in reading. ELL students in our self-contained classes are closely monitored and receive added support as needed in small groups, by an additional ENL teacher or a certified bilingual teacher.

6. How do you make sure that a student's new language development is considered in instructional decisions?

At Sheridan Academy for Young Leaders, we make sure that a child's second language development is considered in instructional decisions by placing them in the appropriate setting based on their Home Language Survey and program availability. We understand that in order for English language learners (ELLs) to become successful students, they need to learn grade-level content as well as the English language skills needed to access that content. We make sure that ELLs benefit in regular classrooms using research-based ESL strategies for teaching the content areas. These strategies increase comprehension, learning, and interaction through modeling, acting out, gesturing, showing diagrams, and doing hands-on activities and experiments.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

a) To assess our English-proficient students in the target language, the teachers administer the Fountas and Pinnell in Spanish three times a year during the standard reading assessment period. The teachers also monitor the students' progression toward learning the target language through informal assessments such as teacher-made tests, weekly spelling tests, and end-of-unit tests.

b) The level of language proficiency in the target language for English-proficient students are: Entering and Emerging.

c) Our school only offers the Dual Language program to kindergarten and first grade students this year; therefore, the students do not take state assessments. On the other hand, based on the results of the Fountas and Pinnell assessments and the MOSL, our first graders have shown great improvement in the areas of reading and writing. In fact, many of them are reading on grade level.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We have been using the results of the NYSESLAT to measure progress in Reading, Writing, Listening, and Speaking. We also use the Fountas and Pinnell assessment kit, as well as teacher- made formative and summative assessments to measure progress. We expect to see students gain a proficiency level from year to year and to eventually reach proficiency and test out.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

When a new student is admitted to the school, the secretary asks the parent what is the home language spoken at home. Based on the parent or guardian's response, the secretary hands a Home Language Identification Survey (HLIS) in the parent's preferred language to fill out during the initial registration process. The secretary then contacts a trained pedagogue to conduct an oral interview only if the parent states that the child speaks a language other than English at home. The informal oral interview and the formal initial assessment are conducted by any of the two main Certified ESL teachers responsible for servicing the ELLs in our school: Mrs. King (speaks French and Haitian Creole fluently) and she holds New York State certifications in ESL K-12 and Special Education K-6. Ms. Persaud holds a certification in TESOL K-12. In a household where a language other than English is spoken, parents are given an informal oral interview to clarify language dominance. This interview is conducted in English and if translation is needed, we accommodate the parents' needs by locating someone who speaks their language. On the basis of the response, a formal initial assessment is conducted with the student and if necessary, the NYSITELL and the Spanish LAB for Spanish-speaking students are administered within 10 days by any of the two main Certified ESL teachers. Once all ELLs have been identified and are placed in the appropriate setting, they are evaluated annually using the NYSESLAT (ATS report).

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

SIFE Identification Process

1. A trained pedagogue administers the oral interview questionnaire.
2. For those students who have a home language such as Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the school administers the Literacy Evaluation for Newcomer SIFE (LENS)
3. The school makes sure that Initial SIFE status is indicated in the DOE’s data collection systems no later than 30 days from initial enrollment (BNDC).
4. As per CR Part 154, schools have up to one year to make a final determination of SIFE status; as a result, initial SIFE identification within the 30 days may be modified for up to one year.
5. SIFE status is removed once the ELL scores at 20 intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

We have formed a Language Proficiency Team (LPT) that is comprised of the school principal, Mrs. Febus, a related service provider (Bilingual SETSS), Ms. Villanueva, a certified ENL teacher, Mrs. King, and the student's parent to determine if a child entering our school with an IEP is eligible to take the NYSITELL. If the child's parent speaks a language that a staff member in our school doesn't speak, the LPT will use the services of the Translation and Interpretation Unit during our meeting. We will use these procedures for initial entry into DOE schools or reentry after 2 years.

In order for the LPT to determine if a child with an IEP should take the NYSITELL, the team will take the following evidence into consideration:

- the student's English Language Development that include the student history of language use in the school, home, or community
- individual evaluation results conducted in accordance with CR Part 200.4(b)(6) which should include assessments administered in the student's home language
- Information provided by the Committee on Special Education that explains whether the student's disability is the deciding factor as to whether the students can show proficiency in English.
- The LPT will analyze the evidence and decide whether the student may be able to acquire a second language or whether the student's disability will affect second language acquisition. If the LPT decides that the student may have language acquisition needs, the student will take the NYSITELL; the recommendation will be sent to Mrs. Febus, the principal for review. Mrs. Febus will either accept or reject the recommendation. However, if Mrs. Febus rejects the recommendation of the LPT to not administer the NYSITELL, the test will be administered to the student as soon as possible. If Mrs. Febus accepts the recommendation of the LPT to not administer the NYSITELL, the recommendation will be sent to the superintendent, Mrs. Rosario. The LPT will await the superintendent or the superintendent's designee for a final decision. The school will ensure that the parent or guardian is notified within 3 school days of the decision in the parent's preferred language. The NYSITELL Determination Form will be completed and placed in the student's cumulative folder.

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

Using the NYCDOE standard parent notifications letters (in the parents' preferred languages), Our school informs parents of the results of the NYSITELL and ELL status within 5 school days of ELL determination. In addition, we ensure that dated and signed copies

of the letters distributed to parents are placed in the students' cumulative folders. In addition, the ENL compliance teacher ensures that the NYSITELL and LAB answer documents are scanned within the 10-day testing window.

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 who have not responded to the invitation to attend the Parent Orientation meeting despite numerous attempts from school personnel to contact them will receive a default letter which will inform them of their child's placement. The default letter will include a paragraph informing parents that they have the right to appeal the ELL status of their child within 45 days of enrollment. The letter will also kindly remind parents that they just need to write a letter to the principal to request an appeal.

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.

Every possible effort is made to inform and notify parents of newly enrolled students of their child's entitlement to language support services. The parents are sent letters of invitation to attend a parent orientation meeting within ten school days. Included in the invitation packet is an Entitlement Letter which has a breakdown of the student's NYSITELL scores and a detailed description of the three language programs - Transitional Bilingual; Dual Language; and Free-standing ENL. As much as possible, we send these letters in the parents' preferred languages. The packet also states a deadline by which parents should respond to the orientation. During this meeting, parents meet the Principal, Assistant Principal, Parent Coordinator, and ENL teachers. At the orientation, parents are shown a video: The Parent Connection-an Orientation for Parents of Newly Enrolled English Language Learners. The video is about the three program choices (see above). They are also informed about which programs are in place at our school. When parents choose a program that our school does not currently offer, we keep records in order to notify parents when the program of choice opens. We discuss options on what steps to take if their program of preference is not available at our school; including having the child transferred to a school within the district that offers their selection. Also, we have a question and answer session to clarify any concerns that parents may have. We assist parents in filling out the Program Selection form in their home language, providing an interpreter, if necessary. Any parents that do not attend the initial meeting receive personal invitations through phone calls and letters sent home with children. If parents do not respond to any of these efforts, we follow up at Parent Teacher Conferences. In this manner we ensure that parents have a chance to understand the available programs for ELLs and choose the one they deem suitable for their children.

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.

Within 5 school days of ELL determination, the school informs the parents of the results of the NYSITELL and ELL status by sending entitlement letters in the parents' preferred languages. After the parents fill out the Parent Surveys and Program Selection forms, the forms are collected and copies of the forms are placed in the students' cumulative records. The ENL compliance teacher reaches out to the parents who failed to attend the first parent orientation meeting via phone calls and follow-up letters to invite them to meet during the parent engagement period that takes place every Tuesday. The school monitors parent program choice by making sure that the students are placed in their parents' program of choice. Last, the parents' program choice is entered in the ELPC screen on ATS. If a form is not returned, the school sends a default letter to parents placing the students in the dual language program or freestanding ESL/ENL.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL teachers make every effort possible to ensure that ELL parents attend the Parent Orientation Meeting. After sending the entitlement letters, we distribute flyers to remind parents about the meeting, and make phone calls to confirm their attendance. Any parents that do not attend the initial meeting receive personal invitations through phone calls and letters sent home with children. If parents do not respond to any of these efforts, we follow up at Parent Teacher Conferences. In this manner, we ensure that parents have a chance to understand the available programs for ELLs and choose the one they want for their children.

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

Within 5 school days of ELL determination, the school informs the parents of the results of the NYSITELL and ELL status by sending entitlement letters in the parents' preferred languages. After the parents attend the parent orientation meeting and make a program selection; placement letters are sent to parents to inform them of their child's placement. The two ENL teachers distribute the letters to students to take home to their parents and place copies of the letters in the students' cumulative records.

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

The ENL/compliance teacher, Mrs. King keeps a copy of All ELL documentation in a compliance binder located in Room 415 and ensures that a copy of all ELL documentation is retained in the students' cumulative records.

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 exam is administered to all ELLs at our school every spring. The school personnel uses the RLER report in ATS to identify all students eligible for testing. Before the testing window is opened, parents are informed of the testing process and

dates via the school's monthly calendar, and direct mail to each family. The school makes certain that the written letters are sent in parents' preferred languages. Adequate NYSESLAT materials are ordered to ensure that every student is tested. Moreover, the speaking test is administered by the ENL teachers as soon as the window opens so that all students complete this section in a timely fashion. The remaining three sections: Reading, Writing, and Listening are administered by ENL and licensed teachers in separate classrooms under the "school wide testing conditions." During this testing period, a section of the building is immobilized for testing. ENL teachers conduct school-wide make-up tests for students who missed any section of the classroom administration of the sections. All test materials and students' answer documents are carefully counted, secured, and scored to guarantee that all students receive a score for each section of the test. In effect, our school boasts between ninety-eight and one hundred percent participation in the NYSESLAT over the past four years.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The Entitlement Letters are distributed by the two ENL teachers. Parents receive the Entitlement Letters and the Program Selection forms by hand through their child. Every effort is made to inform and notify parents of newly enrolled students of their child's entitlement to language support services. The parents are sent letters of invitation to attend a parent orientation. Included in the invitation packet is an Entitlement Letter which has a breakdown of the student's NYSITELL scores and a detailed description of the three language programs - Transitional Bilingual; Dual Language; and Free-standing ENL. As much as possible, we send these letters in the parents' preferred languages. The packet also states a deadline by which parents should respond to the invitation of the parent orientation. An Attendance sheet of all parents who are present is maintained and kept on record by the ENL/Compliance teacher, Mrs. King to ensure follow-up with the parents who were not able to attend the orientation. Records of all parent choices, program selections, Entitlement letters, and continued entitlement letters are also maintained in a compliance binder and a copy of each letter is retained in the students' cumulative folders.
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).
We service ELL students with explicit English as a New Language Instruction. This is due to trends in parent letters (parents prefer ENL programs to bilingual programs; this is reflected in a review of our ELL students' BESIS Student Information History forms). Since parent choice is overwhelmingly in favor of the model we provide, alignment is commensurate with request.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
 - 1a. We use the push-in model to implement integrated ENL and stand-alone instruction. The ENL teachers work in concert with the classroom teacher to plan lessons. However, the ENL teachers use effective research-based ESL/ENL strategies to make content comprehensible for the students. These strategies increase comprehension, learning, and interaction through modeling, acting out, gesturing, showing diagrams, and doing hands-on activities and experiments. In addition to that, the ENL teachers and the classroom teachers have opted to use a parallel co-teaching approach to deliver ENL instruction. For example, the classroom teacher teaches the non- ELLs in one group while the ENL teacher provide instruction to the ELLs. The students from grades 2-5 are grouped heterogeneously based on their proficiency levels. For instance, fourth and fifth grades, the students performing at the Transitioning and Expanding level of proficiency are grouped together to receive 180 minutes a week of ENL instruction. Our students who are performing at the Entering and Emerging level of proficiency are grouped in the same class to receive 360 minutes a week of ENL instruction. Furthermore, the students who have tested out of ENL in the past two years are grouped homogeneously to receive 90 minutes on Integrated ENL services weekly.
 - b. TBE program. *If applicable.*

We do not have a Transitional Bilingual Education program this year.

c. DL program. *If applicable.*

In our Dual Language program, we use a 50/50 model. We have two dual language classes in Kindergarten and two dual language classes in first grade. One teacher teaches in English while the other teacher teaches in Spanish. The children travel between the two classes depending on the day. The curriculum is presented bilgually and is divided into distinct blocks of time; for example, day one in English, day two in Spanish, day three in English, etc.

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)?

At Sheridan, we currently have 114 ELLs. They are divided into groups and they are serviced by the two program models: Dual Language and Integrated ENL.

- In the Dual Language programs, we have 26 ELLs in kindergarten and first grade who are serviced by 2 certified bilingual teachers.
- In the Integrated ENL Program, we have 88 ELLs being serviced by two certified ESL teachers and one bilingual teacher, using Push-in model. In the Integrated ENL Program (K-5th Grade) instruction is delivered according to the mandated number of instructional minutes. Students receive:

Entering =2 units of integrated and standalone ENL (360 minutes) per week

Emerging =2 units of integrated and standalone ENL (360 minutes) per week.

Transitioning=1 unit of integrated ENL (180 minutes) per week.

Expanding= 1 Unit of integrated ENL (180 minutes) per week.

Commanding= .5 unit of integrated ENL (90 minutes) per week.

In our Dual Language program, we use a 50/50 model. We have two dual language classes in Kindergarten and two dual language classes in first grade. One teacher teaches in English while the other teacher teaches in Spanish. The children travel between the two classes depending on the day. The curriculum is presented bilgually and is divided into distinct blocks of time; for example, day one in English, day two in Spanish, day three in English, etc.

2a. Free-Standing Integrated and standalone ENL (Push-In) Model :

At Sheridan Academy we work on a 50 minute block of instruction. ELLs performing at the Entering and Emerging levels of proficiency are serviced for a period of 100 minutes per day/4 days a week with a total of 400 minutes per week, while students performing at the Transitioning and Expanding levels of proficiency are serviced for 50 minutes per day/4 days a week with a total of 200 minutes per week. We are surpassing the mandated daily minutes of ENL instruction to our ELL population. Using ENL methodology and strategies, we address the four modalities of language acquisition: Listening, Speaking, Reading and Writing. Scaffolding is also provided to ensure that content is comprehensible and learning takes place. In recognition of varying skills, language proficiency, and learning styles, we differentiate instruction for our ELLs. In fact, different instructional strategies are modified for our ELLs including: Direct Instruction; Inquiry-Based Learning; Cooperative Learning; Information Processing, the ReadyGen Program, and Teaching Matters program to foster literacy independence.

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.

At Sheridan, we currently have 114 ELLs. They are divided into groups and they are serviced by the two program models: Dual Language and Free-Standing.

2a. Free-Standing ENL (Push-In) Model :

At Sheridan Academy we work on a 50 minute block of instruction. ELLs performing on the Beginner and Intermediate levels of proficiency are serviced for a period of 100 minutes per day/4 days a week with a total of 400 minutes per week, while students performing at the Advanced level of proficiency are serviced for 50 minutes per day/4 days a week with a total of 200 minutes per week. We are surpassing the mandated daily minutes of ESL instruction to our ELL population. Using ESL methodology and strategies, we address the four modalities of language acquisition; Listening, Speaking, Reading and Writing. Scaffolding is also provided to ensure that content is comprehensible and learning takes place. In recognition of varying skills, language proficiency and learning styles, we differentiate instruction for our ELLs. Different instructional strategies are modified for our ELLs including: Direct Instruction; Inquiry-Based Learning; Cooperative Learning; Information Processing, the ReadyGen Program to foster literacy independence.

Dual Language Model:

In our Dual Language program, we use a 50/50 model. We have two dual language classes in Kindergarten and two dual language classes in first grade. One teacher teaches in English while the other teacher teaches in Spanish. The children travel between the two classes depending on the day. The curriculum is presented bilgually and is divided into distinct blocks of time; for example, day one in English, day two in Spanish, day three in English, etc. The certified ENL teacher uses the ENL

methodology and strategies. As a matter of fact, the teacher addresses the four modalities of language acquisition; Listening, Speaking, Reading, and Writing. Scaffolding is also provided to ensure that content is comprehensible and learning takes place. In recognition of varying skills, language proficiency and learning styles, the teacher differentiates instruction for our ELLs. Different instructional strategies are modified for our ELLs including; Direct Instruction, Inquiry-Based Learning, Cooperative Learning, Information Processing, and the ReadyGen Program to foster literacy independence.

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

We appropriately evaluate our Spanish speaking ELLs who are in the dual language classes by using the Fountas and Pinnell in Spanish to assess them in their native languages. However, for the other languages, Mandingo, French, Twi, Fulani, Bengali and other languages, we do not offer any assessment.

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

We differentiate instruction for our ELLs. Students are grouped into four proficiency levels; Entering, Emerging, Transitioning and Expanding/Commanding. Implementing a four-prolonged approach, we address the four modalities of language acquisition: Listening, Speaking, Reading and Writing. Scaffolding is also provided to ensure that content is comprehensible and learning takes place. In recognition of varying skills, language proficiency and learning styles, we modify and implement different instructional strategies for our ELLs including: Direct Instruction; Inquiry-Based Learning; Cooperative Learning; and Information Processing. We also differentiate instruction using small groups and through independent activities.

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
- 6a. We do not have any SIFE students this year.

6b. We have an intensive After School Program for Newcomers. This program services the ELLs in small groups (11 max. per/class) for 3 hours/two days a week and will run from November 2015 until April 2016. We will also hold a Title III Saturday Academy which will begin in November 2015 until April 2016. The focus will be on quality instruction using ENL methodology and strategies to improve reading and writing. In effect, we will cover all content areas ensuring an alignment with the Common Core Standards. In regard to our instructional plan, we implement a four-prolonged approach in an effort to address the four modalities of language acquisition; Listening, Speaking, Reading and Writing.

- ESL/ENL methodology is used to make content comprehensible, including phonics instruction, sight vocabulary, as well as teaching content-specific vocabulary. We also use the Total Physical Response approach as well as modeling during instruction to enhance comprehension. To top it off, visuals are also displayed on the classroom walls to foster language acquisition.
- To further reading goals, Guided Reading (leveled readers) is integrated into our program. Audio-visual technology is also utilized, in building/enhancing grade level appropriate skills that students may be lacking.
- A variety of authentic assessment procedures are periodically utilized (including portfolios, rubrics, performance-based assessment) to assess ELLs and to evaluate learning styles, strengths and strategies. In addition, we also use the Fountas and Pinnell program, to determine baseline Reading levels as well as monitor ongoing progress. Furthermore, to determine their baseline writing skills, a Baseline Writing assessment is also conducted. The various assessments are geared toward improving instructional methodology and student performance; both in their regular classrooms and on the NYSESLAT exam.
- On the whole, a balanced literacy approach is used in teaching our ELLs. This ensures that they don't miss out on any skills that their fellow native English Language speakers may be acquiring/may have acquired. At Sheridan, our ESL/ENL program is implemented with the goal of not only having students pass the NYSESLAT exam, but also equipping ELLs with the language and scholastic skills that they need to succeed academically.

6c. Supplementary support is provided in small groups using differentiated instruction for our ELLs that have received service 4 to 6 years. We have started an intensive After-School program, tailored to their needs, with the goal of helping them reach English-proficiency on the NYSESLAT test. This program services the ELLs in small groups (11 max. per/class) for 3 hours/three days a week and runs from November 2015 until April 2016. The focus is on Reading Comprehension and Writing, using NYSESLAT Test Prep, Writing, and Reading, as ESL/Literacy program. In addition, we also started a Title III Saturday Academy in November 2015 for all ELLs. The program will run for 4 1/2 hours, every Saturday, for a period of 15 weeks. The focus will be on quality instruction using ESL/ENL methodology and strategies to improve Reading and Writing. We will cover all content areas ensuring an alignment with the Common Core Standards.

6d. Supplementary support is provided in small groups using differentiated instruction for our four long-term ELLs. We have started an intensive After-School program, tailored to their needs, with the goal of getting them to English-proficiency on the NYSESLAT exam. This program services the ELLs in small groups (11 max. per/class) for 3 hours/three days a week and runs

until April 2014. The focus is on Reading Comprehension and Writing, using the Finish Line for ELLs, Writing, and Reading, as ESL/ Literacy program. In addition, we will also be starting a Title III Saturday Academy in November 2014 for all ELLs. The program will run for 4 hours, every Saturday, for a period of 10 weeks. The focus will be on quality instruction using ESL methodology and strategies to improve Reading and Writing. We will cover all content areas ensuring an alignment with the Common Core Standar.

6e. The ENL teacher will provide 90 minutes of integrated ENL instruction per week to former ELLs who have tested out in the last 2 years. In order to differentiate instruction for our former ELLs: students are grouped into three proficiency levels; Entering, Emerging, Transitioning and Expanding. Implementing a four-pronged approach, we address the four modalities of language acquisition; Listening, Speaking, Reading and Writing. Scaffolding is also provided to ensure that content is comprehensible and learning takes place. In recognition of varying skills, language proficiency and learning styles, we modify and implement different instructional strategies for our ELLs including: Direct Instruction; Inquiry-Based Learning; Cooperative Learning; and Information Processing. We also differentiate instruction using small groups and through independent activities. The former ELLs will also be invited to attend the After School and Title III Saturday Academy Programs

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.

After an approved re-identification appeal, we will ensure that a student's academic progress has not been adversely affected by re-identification by consulting a qualified staff member, the parent/guardian, and the student. If the recommendations of the qualified staff member, the parent state that the student may have been adversely affected by the determination, Mrs. Febus, our principal will provide additional support services as defined in CR 154-2.3 (j). For instance, if the students is struggling in reading, our AIS teacher, Ms. Moskowitz will provide 2-3 period a week of reading remediation to the student. If the student is struggling in math, the two SETSS teachers will provide math remediation instruction at least twice a week.

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?

To provide access to academic content areas and accelerate English language development, teachers use various ESL strategies which include scaffolding, use of graphic organizers, visuals, glossaries, laptops for reading and writing. This is in addition to the traditional strategies used to teach ELLs and Special Education students. To meet the diverse needs of ELL-SWD, the teachers make sure that the students receive modified instruction tailored to meet their IEP goals through the Reading and Writing program Teaching Matters. ELLs with special needs are assessed based on the annual goals and testing accommodations stated on their IEPs. In addition, ELLs with special needs are given specific, direct and intensive remedial instruction. In fact, the lessons are specific, directed, and intensive remedial instruction designed to help the students meet their annual goals. ELLs identified as having special needs are given modified instruction and assessed based on their IEP goals and testing modifications.

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?

A concerted effort is made to prepare ELL-SWD for success in the least restrictive environment. Content area teachers are provided with some content materials which support all student learning by providing rigorous curriculum as is mandated by CCLS. Classes are scheduled to go into the computer lab or have laptops and iPads brought to the classroom for accessing online content. Accommodations are made by teachers to ensure maximum benefit of the instructional time in the class. Also, Teachers work collaboratively to plan a coherent curriculum across the grades. Moreover, teachers are provided with double preparation time weekly to analyze the students' data. Teachers group students based on their academic needs by targeting and accommodating their learning styles. Students in need of more tactile activity are grouped accordingly. Teachers also use the guided reading and guided math approach within the ELA and math block.

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.

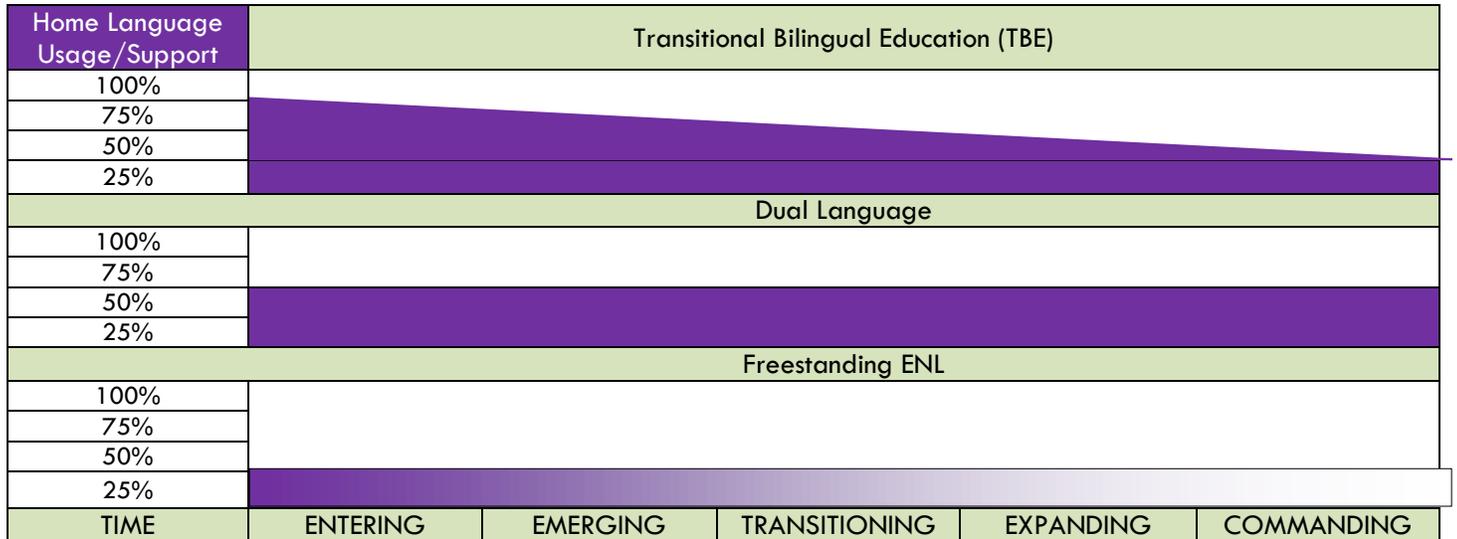


*Note “other approved services” does not apply to New York City at this time.

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. Students are selected for targeted intervention from formative and summative assessments. Data is used to create student groups based on their instructional needs. ELLs who are performing below grade level are also targeted. We have in-classroom intervention by a support teacher through differentiated instruction, in small-group settings, individualized instruction, conferencing, Guided Reading, and math groups. In addition, our intensive After School Program targets long-term ELLs based on their performance on the NYSESLAT. This program services the ELLs in small groups (11 max. per/class) for 3 hours/three days a week and runs from November 2015 until April 2016. Our focus is to help them achieve English proficiency on the NYSESLAT test this year. We concentrate on building/enhancing Reading Comprehension and Writing skills, using Finish Line for ELLs, Reading, and Writing, as ESL/Literacy program. We also started a Title III Saturday Academy in November 2013 for all ELLs. The program will run for 4 hours, every Saturday, for a period of 10 weeks. The focus will be on Reading and Writing. In math, social studies and science, we utilize the 37.5 extended time and extended day program. All intervention services are provided in English. Our overarching goal is to accelerate English proficiency within a three-year period, while improving overall academic performance.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We are currently scaffolding Teaching Matters ELA Program and Go Math Program for the ELLs. These two programs are being used in conjunction with a student data tracking program that allows us to consistently monitor and reformulate instruction based on individual student assessment scores. In order to monitor language development for our ELL population we consistently assess the performance levels for our ELLs to monitor progress in language acquisition.
12. What new programs or improvements will be considered for the upcoming school year?
We have purchased three different programs to enhance literacy skills in all our students: Words Their Way, Time for Kids, and Teaching Matters for the whole school. To increase the effectiveness of our Dual Language program, our school has purchased new kits to enhance language and comprehension skills in content areas; we are looking into enhancing our leveled classroom libraries (Spanish), content libraries (Spanish), leveled Science sets (Spanish), as well as purchasing a Dual language Math collection. These programs are all aligned with the Core Curriculum Standards.
13. What programs/services for ELLs will be discontinued and why?
We do not plan to discontinue any of our programs/services for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
We offer our ELLs equal access to all school programs, including extended day classes, art program, gardening, sports program, cookshop classes, and the student council. Also, ELLs are invited to an intensive After School Program that will begin in November 2015 servicing the ELLs in small groups (11 max. per/class) for 3 hours/three days a week and runs until April 2016. Moreover, we will invite them in a Title III Saturday Academy that will begin in November 2015. The program will run for 4 hours, every Saturday, for a period of 10 weeks. The focus will be on quality instruction using ESL methodology and strategies to improve Reading and Writing. We will cover all content areas ensuring an alignment with the Common Core Standards.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The main instructional material that is used to support ELLs is Rigby's, On Our Way to English, a resource that covers the four spectrums of language acquisition, Reading, Listening, Speaking and Writing. ESL methodology is used to make content comprehensible, including phonics instruction, sight vocabulary, as well as teaching content-specific vocabulary. We also use the Total Physical Response approach as well as modeling during instruction, to enhance comprehension. Visuals are also displayed on the classroom walls to foster language acquisition. To further reading goals, Guided Reading (leveled readers) is integrated into our program. For our Title III Saturday Academy we use the Readers for Writers, a Language Proficiency Intervention Kit. It is a non-fiction and Science-based classroom resource designed to teach students how to work with informational texts; students learn about features of informational texts and are taught how to write and respond to such texts.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In our Dual Language program, we use a 50/50 model. We have two dual language classes in Kindergarten and two dual language classes in first grade. One teacher teaches in English while the other teacher teaches in Spanish. The children travel between the two classes depending on the day. The curriculum is presented bilgually and is divided into distinct blocks of time; for example, day one in English, day two in Spanish, day three in English, etc. For the other newcomers who speak languages such as, Mandingo, French, Twi, Fulani, and Bengali, all instruction is delivered in English, using ESL strategies to ensure comprehension. If necessary, the teachers will use the Language and Translation services to translate some documents such as: homework.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Sheridan Academy believes and asserts that all supports, resources, and classroom materials must be authentic and developmentally appropriate for age and grade level. Therefore, all language services 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 do not have any activities in place to assist newly-enrolled ELL students before the beginning of the school year.

19. What language electives are offered to ELLs?

We do not have any language elective offer to ELLs this school year.

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)?

In our Dual Language program, we use a 50/50 model. We have two dual language classes in kindergarten and two dual language classes in first grade. One teacher teaches in English while the other teacher teaches in Spanish. The children travel between the two classes depending on the day. The curriculum is presented bilgually and is divided into distinct blocks of time; for example, day one in English, day two in Spanish, day three in English, etc. All the academic subjects such as reading, writing, math, science, and social studies are taught in both English and Spanish using the 50/50 model as explained above. Emergent literacy is taught in both English and Spanish.

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. ELL teachers and service providers participate of a series of professional development opportunities throughout the school year in and out of the school building (i.e. small group instruction, leveling libraries, testing modifications and data analysis).
 4. We provide professional development for all staff. The training includes identification of ELLs, teaching strategies to support ELLs and tips on how best to prepare ELLs for the NYSESLAT and all NYS exams. We use the NYSESLAT Sampler and the NYS Rubrics as tools to drive instruction. At these workshop trainings, attendance is taken and records are maintained as evidence of meeting the requirement.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

The ENL and bilingual teachers will attend the ELL specific workshops offered by OELL (Office of ELLs) throughout that school year.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

In order to assist ELLs as they transition from elementary to middle school, the ELLs are encouraged to visit the middle school with their parents; the teachers organize a Career Day during which the students meet professionals from various careers; and our school started departmentalization of the content areas such as math and reading in grades 3-5 to give students a glimpse of what to expect in middle school.
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.

In order to meet the professional development requirement as per CR Part 154.2, the compliance teacher, Mrs King will present a minimum of 4 ELL-specific professional development for all teachers. These professional development sessions meet 15% of total hours for all teachers. The agendas and attendance sheets for the PD sessions will be kept by both the assistant principal supervising ENL teachers, Mr. Gonzalez and the compliance teacher, Mrs. King.

To meet the professional development requirements as per CR Part 154.2, 50% of total hours for bilingual education and ENL teachers, the teachers will attend the various workshops offered by the Office of English Language Learners. The agendas and attendance sheets for the professional development sessions will be kept by both the assistant principal supervising the ENL teachers, Mr Gonzalez and the compliance teacher, Mrs King.

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?

During the parent engagement period on Tuesdays, parents are invited to come to the school to discuss their children academic progress with the teachers. Sometimes, in lieu of a face-to-face meeting, the ELL teachers give the parents a phone call to inform them about their child academic performance, language development progress, and language development needs in ELA. The staff will use the Language and Translation Services to interpret for parents who speak other languages.

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.

The ENL coordinator keeps a compliance binder in which the attendance sheets and a copy of every letter sent to parents are kept in a secure place. In addition, copies of all letters sent to ELL parents regarding their children are placed in the students' cumulative records. ELL teachers make weekly phone calls to parents. The ELL teacher give the parents a phone call to inform them about their child academic performance, language development progress, and language development needs in ELA.

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

Parental involvement is a top priority at Sheridan Academy. We believe that the success of our students, their family, and our community is based on a partnership to move our children forward to succeed in life. Therefore, we seek opportunities to involve parents in our school life. We have the School/Parent Compact program which is a contract between the school, the parents and the student. The goal of this program is to involve the parents and the students in our walk toward achieving high academic standards. The contract involves some responsibility from the parents, the school and the students. The parents have responsibilities such as , getting their children to bed early, making sure their homework is completed and handed in on time, reading to/with them for about 30 minutes a day, providing an environment conducive for studying and volunteering in their child's classroom. The child has such duties like, following directions from teachers and staff, doing homework every day, asking for assistance when needed and giving parents all notices and information received at school everyday. The school has the following responsibilities : providing parents with reasonable access to staff, communicating with parents through letters and phone calls, having parents play an integral role in assisting child's learning through such activities as Read Aloud Night, providing workshops that support parents' knowledge of the curriculum and standards for all content areas. For our ELL parents in particular, we offer NYSESLAT test workshops to inform them on what they need to know to help prepare their students for the test.

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

We have fostered a partnership between the Puerto Rican Family Institute and the Sheridan Academy for Young Leaders. The Puerto Rican Family Institute provides parenting workshops for fatherhood and couples. Fatherhood workshops focus on skilled-based parenting education, Effective coping, and anger management skills and more. The Couples workshop focuses on improving communication between spouses or domestic partners, dealing with stress and managing conflict, and dealing with Expectations Vs. Reality, just to name a few .The initiative of the program is to improve family relationships

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

We evaluate the needs of the parents through surveys. The questions are geared towards evaluating areas where the parents may need support: whether it is in the areas of personal growth, e.g. passing the GED; or with learning English; or understanding how to navigate the school system; or perhaps learning how they can assist their children with school work. Based on the parents' responses, we design and develop programs geared towards addressing their common needs.

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

Our parental involvement activities address the needs of the parents in many ways. First, we offer workshops or seminars based on topics that the parents request in the surveys. Secondly, parents are given the opportunity to teach their peers. For instance, a parent who is a trained dietitian may offer a workshop on healthy eating habits to help combat obesity in the community. Thirdly, parents are encouraged to attend workshops offered by other agencies if the school is unable to educate them on the topic of their choice. Lastly, at the end of every parental involvement activity, parents are asked to rate the workshops. We take the parents' opinions and concerns into consideration to make sure that their needs are met in subsequent activities.

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: Sheridan Academy for Young Lea

School DBN: 9X457

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)
Lisette Febus	Principal		9/25/15
Jose Gonzalez	Assistant Principal		9/25/15
Gilberto Brioso	Parent Coordinator		9/25/15
Barbara King	ENL/Bilingual Teacher		9/25/15
	Parent		1/1/01
Nandy Persaud/ESL	Teacher/Subject Area		9/25/15
	Teacher/Subject Area		1/1/01
Stacey Mockowitz	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: **9X457** School Name: **Sheridan Academy for Young Leaders**
Superintendent: **L.**

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.

At Sheridan Academy for Young leaders, we use different types of data and methodologies to assess the language preferences of the parent community for both written and oral communication. The data and methodologies include, but not limited to:

- A) administering the Home Language Identification Survey to parents
- B) conducting interviews with both parents and students to determine the parents' language preference. For instance, we encourage all parents to complete Part 3, Parent Information from the the Home Language Indentification Survey to discern the parents' preferred language. Many of our staff members are fluent in Spanish and French; therefore, they assist in interviewing the parents during the registration process.
- C) Generating and reviewing up-to-date ATS reports that contains the parents' language preference.
- D) Collecting language preference data from Emergency Contact Cards.

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.

- 1) English
- 2) Spanish
- 3) Bengali
- 4) Mandingo
- 5) Soninke

- 6) Twi
- 7) Arabic
- 8) French
- 9) Afrikaans

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.)

- 1) Monthly calendars: Date of distribution to parents: the first of every month
- 2) Parent-teacher conference announcements: Date of distribution to parents: 9/11/2015; 10/30/2015; 2/26/2016; 5/6/2016
- 3) After-school program permission slips: Date of distribution: October 2015
- 4) Trip permission slips (Dates will vary)
- 5) New York State testing dates: Date of distribution to parents: 4/1/2016

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

Parent-teacher conferences dates: 9/17/2015; 11/5/2015; 3/3/2015; 5/12/2015

Parent Engagement takes place every Tuesday.

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.

Sheridan Academy for Young Leaders will meet identified translation needs indicated in Part B by contacting the Translation & Interpretation Unit ahead of time to have important documents translated in the parents' preferred languages.

The following procedures will be put in place to ensure the timely provision of translated documents to parents:

- The principal must approve all documents submitted for Translation.
- School staff will be instructed to submit any important documents for translation to the Translation & Interpretation Unit a week before the documents are distributed to parents.
- Translation units have been purchased to support parents

Sheridan Academy for Young Leaders has selected the Translation & Interpretation Unit to provide written translation services.

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.

Yes, at Sheridan Academy for Young Leaders, interpretation services will be provided by over-the-phone interpreters through the Translation and Interpretation Unit for the following languages.

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 language access coordinator will offer a training session to ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. In addition, the Language Palm Card, the T&I brochure, and Language ID will be distributed at the training session.

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

PS 457X will fulfill parental notification requirements for translation and interpretation services by sending the Parents' Guide to Language Access to the parents. The Welcome Poster will be posted throughout the school to ensure that parents are aware and reminded of the translation and interpretation services. Finally, the Language ID Guide will be displayed at the 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)

At the end of the school year, the school will distribute surveys to the parents that have used the translation and interpretation services to garner feedback on the quality and availability of the services.