



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** RON BROWN ACADEMY

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 16k057

**PRINCIPAL:** CELESTE DOUGLAS-WHEELER **EMAIL:** CDOUGLA22@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** EVELYN SANTIAGO

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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
CELESTE DOUGLAS	*Principal or Designee	
JERMAINE LEWIS	*UFT Chapter Leader or Designee	
KIM GREENE	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
DEWANA JOHNSON	Member/ASSISTANT PRINCIPAL	
SONIA MCINTOSH	Member/UFT MEMBER	
MONIQUE BARNES	Member/UFT MEMBER	
AJA SIMPKINS	Member/PARENT	
KIMOY NICHOLS	Member/PARENT	
STARR SHELL	Member/PARENT	
VIKKIA SIMMONS	Member/PARENT	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012 increase the percentage of students performing at proficiency on the New York State Math Exam by 5% and decrease the number of level 1 students by 5%. Deepen students' content knowledge and achieve positive gains on the New York State Math Exams. This will be measured by identifying the number of students maintaining or achieving proficiency on state examinations**

### **Comprehensive needs assessment**

- *Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.*
- According to the School's Report Card, only 32.3% of the students are performing at levels 3 or 4 in mathematics
- The School's Progress Report shows that we exceeded the median growth percentiles in math compared to both peer and city schools; however, we fell just below the average from our peers and the city for mean adjusted growth for our lowest third. Only 32% of our students are performing at levels 3 or 4. Math teachers have succeeded in making annual year's progress, but students performing at proficiency are still below the peer and city averages.
- During Monthly Walkthroughs and classroom observations, we noticed that teachers are not detailed in the modeling aspects of their mini lesson. The instructional activities assigned to students needed additional rigor to push student thinking, and the assessments in the classroom were not strategic and purposeful to individualized learning needs. There was an inconsistency with teaching strategies and sharing of best practices.
- Budget cuts have been a barrier to our continuous improvement, we offered afterschool and Saturday academy, however, we were limited to the amount of seats offered because of the lack of per session to pay our teachers. We have added math lab periods to the schedule to conduct intervention during the day.
- The targeted areas that needed to be strengthened were our instructional action plans, professional development plans, and targeted intervention groups within the classrooms.
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### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

d) timeline for implementation.

- Administer Pre- and Post Assessments to gauge conceptual, computational, and problem solving capabilities using our curriculum map to design assessments (every 4-6 weeks depending on the length of the unit)
- Formulate flexible groups using exit slips, journal entries and assessments as forms of data beginning in October 2011 through June 2012
- Provide daily math review problems around various basic concepts that are aligned with CCS and NYS standards beginning in September through June 2012
- Conduct student conferences within small groups and provide feedback to students that will assist them in attaining mastery in a select skill or strategy beginning in October 2011 through June 2012
- Create ongoing student portfolios that demonstrate progress throughout the year. Students will select their best work and write reflections beginning in November 2011 through June 2012
- Analyze student work during common planning periods to revise unit and lesson plans beginning in October 2011 through June 2012
- Design and implement the CCS task that is mandated for every student begin drafting in August 2011 and completion in April 2012
- Create rubrics for individual and group work and utilize these created rubrics to provide feedback to students beginning in September 2011 through June 2012
- Provide daily word problems requiring students to show and explain their mathematical reasoning. This process can be utilized during the do now, journal writing, independent study or exit slip evaluation beginning in September 2011 through June 2012
- Develop opportunities for students to participate in small groups to enhance their speaking and listening skills which are aligned with the CCS and New York State Standards. Use accountable talk starters to engage students in rigorous conversations that are aligned with the CCS standards beginning in September through June 2012
- Create interactive word walls and student created charts to use as a reference tool or resource beginning in September 2011 through June 2012
- Write learning objectives that are rigorous using the “Depths of Knowledge” and Blooms Taxonomy as our resource beginning in October 2011 through June 2012
- Tiered questioning and differentiated instruction for all students using the Depths of Knowledge beginning in October 2011 and ongoing)
- Provide time during the school day, afterschool and weekends for teachers to analyze data from interim assessments and create 4-6 week action plans to address the areas of concern. The action plans will reflect plans for individual, group and whole class instruction beginning in October 2011 through June 2012
- Teachers will develop lesson plans for student data days in which the students will be given their data and complete student reflection sheets to observe areas of concern and strengths. They will then develop short term goals to master skills and/or concepts. These reflection sheets are distributed to parents quarterly beginning in November 2011 through June 2012

- Teachers will develop student friendly reflection sheets that are used to analyze their areas of strengths and weakness in the content area. The reflection sheets will be indicative of the skills that were administered on the interim assessment beginning in November 2011 through June 2012
- Twice monthly during grade wide team meetings teachers will analyze progression of students by analyzing their work in the math content area.. Teachers will also discuss the students who are not progressing and develop individual action plans that will be shared with both the student and parent. Beginning in November 2011 through June 2012
- Teachers meet with individual students to discuss the students proficiency levels from the previous year and current year to note gains or losses. Students are made aware of the points needed to achieve or maintain proficiency beginning in October 2011 through June 2012
- IREADY on line math program for selected classes 90 minutes weekly beginning in January 2012 through June 2012
- Invite students performing below proficiency to attend the afterschool academic program twice weekly beginning in November 2011 through May 2012
- Invite students who fall within the 2.50-3.50 range to attend Saturday Academy beginning in February 2012 through May 2012

#### **Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Sharing student progress reports with parents quarterly beginning in October 2011 through June 2012
- Sharing student data reflection sheets with parents quarterly beginning in November 2011 through June 2012
- Parents are encouraged to attend the parent teacher conferences held in November and February for updates in regards to their child's progression and strategies to assist their children at home
- Parents have the option to enroll their child in afterschool (November) or Saturday academy programs (January)
- In September parents are invited to attend curriculum workshops. They are given the complete curriculum maps in all content area classes and promotional criteria per grade
- The parent coordinator hosts 2 workshops in the fall(September) and the spring(March) to introduce or revisit the website for ARIS.
- In early March a workshop is conducted for parents to understand the format and expectations of the state exams. During this time they are given a sample of what students are expected to complete in a limited time frame. Additionally, parents are given links and resource tools to assist their children in reaching proficiency levels.
- HS Articulation fair hosted for parents of 7<sup>th</sup> and 8<sup>th</sup> grade students in November to aide in selecting appropriate high schools for their children  
In addition to:
  - 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 our school community**

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Teachers are allotted 60 minutes weekly to meet and plan in content areas. During these sessions teachers create unit plans, develop learning objectives, plan cohesive lessons, share best teaching practices, research and share resources, create flexible groups, analyze data, create short term goals using current data, discuss individual student academic progress, receive relevant professional development as created via individual professional development goal setting. At the end of each session they are expected to complete the common planning cycle form as evidence of the task/s completed and the next steps
- Teachers meet twice weekly during grade wide meetings to discuss the grade as a whole including academic, attendance and behavior concerns, strategies for improvement or incentives. Teachers create action plans for the grade as a whole or individual students for overall improvement or progress
- Post the initial formal observation of each teacher they are mandated to create individual SMART professional development goals that are reviewed updated bi-monthly with an administrator
- Teacher leaders are assigned to work collaboratively with non-tenured teachers to develop portfolios for the goal of receiving tenure from the district superintendent
- Teachers are observed informally and/or formally a minimum of twice monthly and provided with immediate feedback in regards to areas of strength and areas for improvement. Teachers set timelines and are given resources to reference according to individual need
- Teachers are afforded the opportunity to attend outside professional development sessions focused on integrating the new CCS into the school's curriculum
- Teachers are afforded the opportunity to conduct peer observations to provide constructive feedback or use best teaching practices in their classrooms
- As a PLC teachers along with administration are reading Driven by Data to be able to cohesively interpret useful data
- Select members from each content area are involved with the Data Inquiry Process. Each member is responsible for updating and turn keying information to their teams about the process of the Inquiry group and the updates in regards to the focus group
- The team leader from each grade meets twice monthly during Cabinet meetings with administration to discuss the needs of the school. During these meetings teachers in collaboration with administration develop action plans and next steps to improve the schools overall function and academic performance

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Students living in temporary housing are given metro cards, uniforms and school supplies to ensure their attendance and participation in school and other activities

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

NYSTL-books and classroom resources, software for reading and math programs  
FSF-teachers  
Title I-lead teacher  
21<sup>ST</sup> Century Funding-per session for teachers and materials  
DINI Grant-books and reading materials, DORA reading assessment program  
NYSTL-books and classroom resources  
FSF-teachers  
Title IIB-per session for teachers  
ARRA-data specialist funding

Private Grant 30-teacher supplies  
Contract for Excellent FY 09-teacher's salaries

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
By June 2012 Increase the percentage of students performing at proficiency on the New York State ELA Exam by 5% and decrease the number of level 1 students by 5%. Deepen students' content knowledge and achieve positive gains on the New York State ELA Exam. This will be measured by identifying the number of students maintaining or achieving proficiency on state examinations

**Comprehensive needs assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- School Report card indicates that the school did not make Annual year's progress in ELA, 15.7% of the students are performing at or above level 3
- The School received a grade of a "C" for Student Progress and a grade of "D" for Student Performance on the Progress Report. The School's Progress report shows that the school's Median Adjusted Growth Percentile compared to peer schools and city school are below the average. The percentage of students at level 3 or 4 compared to both peer and city school are below average as well.
- During Monthly Walkthroughs and classroom observations, we noticed that teachers are not detailed in the modeling aspects of their mini lesson. The instructional activities assigned to students needed additional rigor to push student thinking, and the assessments in the classroom were not strategic and purposeful to individualized learning needs.. There was an inconsistency with teaching strategies and sharing of best practices.
- Budget cuts have been a barrier to our continuous improvement, we offered afterschool and Saturday academy, however, we were limited to the amount of seats offered because of the lack of per session to pay our teachers. We have added ELA lab periods to the schedule to conduct intervention during the day.
- The targeted areas that needed to be strengthen were our instructional action plans, professional development plans, and targeted intervention groups within the classrooms.
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**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Administer DORA three times yearly to determine students reading levels and place them in appropriate independent books beginning in September 2011 and ongoing through June 2012.
- Based on results from Interim assessments, reteach specific skills and strategies post teachers analyzing the data beginning in October 2011 through June 2012
- Analyzing student work during common planning to revise unit and lesson plans according to current data beginning in October 2011 through June 2012
- Write learning objectives that are rigorous to invoke student engagement using the Depths of Knowledge as a guide beginning in October 2011 through June 2012
- Develop monthly unit plans that are aligned with the CCS standards using grade wide curriculum maps as the guide for grades 6, 7 and 8 beginning in August 2011 through June 2012
- Develop opportunities for students to participate in small groups to enhance their speaking and listening skills which are aligned with the CCS and

New York State Standards. Use accountable talk starters to engage students in rigorous conversations that are aligned with the CCS standards beginning in September 2011 through June 2012

- Tiered questioning, differentiated instruction and flexible grouping for all students post review of end of unit assessments and exit slips and writing assignments beginning in September 2011 through June 2012
- Create ongoing student portfolios that demonstrate progress throughout the year. Students will select their best work and write reflections beginning in November 2011 through June 2012
- Create rubrics for individual and group work and utilize these created rubrics to provide feedback to students and identify areas for improvement beginning in October 2011 through June 2012
- Use the writing cycle for students to complete a well written piece. This includes both fiction and non-fiction writing beginning in September 2011 through June 2012
- Read 180 (online reading intervention program) for our students who are performing below proficiency or reading levels below 4<sup>th</sup> grade in grades 7 and 8 beginning in December 2011 through June 2012
- Invite students performing below proficiency to attend the afterschool academic program twice weekly beginning in November 2011 through May 2012
- Invite students who fall within the 2.50-3.50 range to attend Saturday Academy beginning in February 2012 through May 2012

#### **Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Sharing student progress reports with parents quarterly beginning in October 2011 through June 2012
- Sharing student data reflection sheets with parents quarterly beginning in November 2011 through June 2012
- Parents are encouraged to attend the parent teacher conferences held in November and February for updates in regards to their child's progression and strategies to assist their children at home
- Parents have the option to enroll their child in afterschool (November) or Saturday academy programs (January)
- In September parents are invited to attend curriculum workshops. They are given the complete curriculum maps in all content area classes and promotional criteria per grade
- The parent coordinator hosts 2 workshops in the fall(September) and the spring(March) to introduce or revisit the website for ARIS.
- In early March a workshop is conducted for parents to understand the format and expectations of the state exams. During this time they are given a sample of what students are expected to complete in a limited time frame. Additionally, parents are given links and resource tools to assist their children in reaching proficiency levels.
- HS Articulation fair hosted for parents of 7<sup>th</sup> and 8<sup>th</sup> grade students in November to aide in selecting appropriate high schools for their children  
In addition to:
  - 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 our school community**

### **Strategies for attracting Highly Qualified Teachers (HQT)**

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Teachers are allotted 60 minutes weekly to meet and plan in content areas. During these sessions teachers create unit plans, develop learning objectives, plan cohesive lessons, share best teaching practices, research and share resources, create flexible groups, analyze data, create short term goals using current data, discuss individual student academic progress, receive relevant professional development as created via individual professional development goal setting. At the end of each session they are expected to complete the common planning cycle form as evidence of the task/s completed and the next steps
- Teachers meet twice weekly during grade wide meetings to discuss the grade as a whole including academic, attendance and behavior concerns, strategies for improvement or incentives. Teachers create action plans for the grade as a whole or individual students for overall improvement or progress
- Post the initial formal observation of each teacher they are mandated to create individual SMART professional development goals that are reviewed updated bi-monthly with an administrator
- Teachers are observed informally and/or formally a minimum of twice monthly and provided with immediate feedback in regards to areas of strength and areas for improvement. Teachers set timelines and are given resources to reference according to individual need
- Teachers are afforded the opportunity to attend outside professional development sessions focused on integrating the new CCS into the school's curriculum
- Teachers are afforded the opportunity to conduct peer observations to provide constructive feedback or use best teaching practices in their classrooms

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Students living in temporary housing are given metro cards, uniforms and school supplies to ensure their attendance and participation in school and other activities

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

NYSTL-books and classroom resources, software for reading and math programs

NYSTL-desktops

FSF-teacher salary

Title I-lead teacher

21<sup>ST</sup> Century Funding-per session for teachers and materials

DINI Grant-books and reading materials, DORA reading assessment program

NYSTL-books and classroom resources

FSF-teacher salary

Title IIB-per session for teachers

ARRA-data specialist funding

Private Grant 30-teacher supplies

Contract for Excellent FY 09-teacher's salaries

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012 there will be a 5% increase in the number of student with disabilities achieving proficiency on NYS ELA and Math examinations.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- The School Progress Report indicates that 0% of the self-contained students are performing at or above level 3. Only 17% of SETSS students are performing at level 3 or above. 46% of self- contained and SETTS students are at a 75<sup>th</sup> growth percentile or higher.
- The School's Report Card shows that the school did meet AYP in ELA or Math for Students with Disabilities. 73% of the 6<sup>th</sup> grade students with special needs scored a level 1 in ELA. 42% of 7<sup>th</sup> grade students with special needs scored a level1 in ELA. 56% of 8<sup>th</sup> grade students with special needs scored a level 1 in ELA. In Math, 45% of 6<sup>th</sup> grade students scored a level 1, 42% of 7<sup>th</sup> grade students with special needs scored a level 1 in math. 44% of 8<sup>th</sup> grade students with special needs scored a level 1.
- During Monthly Walkthroughs and classroom observations, we noticed that teachers were not modifying curriculum, tasks and assignments to meet the diverse needs of individual students. The instructional activities assigned to students needed additional rigor to push student thinking, and the assessments in the classroom were not strategic and purposeful to individualized learning needs.. There was an inconsistency with teaching strategies and sharing of best practices.
- Budget cuts have been a barrier to our continuous improvement, we offered afterschool and Saturday academy, however, we were limited to the amount of seats offered because of the lack of per session to pay our teachers. We have added ELA and Math lab periods to the schedule to conduct intervention during the day.
- The targeted areas that needed to be strengthen were our instructional action plans, professional development plans, and targeted intervention groups within the classrooms. Special needs teachers need time to meet and plan for unit plans.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Invite students in this subgroup who are performing at a level one in ELA/Math to afterschool remediation by October 2011 through May 2012
- Invite students in this subgroup who are performing at a level two in ELA/Math to Saturday School by February 2011 through May 2012
- Provide students with instruction that is rigorous, differentiated and tiered (Depths of Knowledge) by September 2011 through June 2012
- Use of manipulatives during classroom activities (where applicable) by September 2011 through June 2012
- Bi-monthly IEP conferences with students in regards to meeting their IEP goals. A log of conferences will be maintained in teacher data binders
- Quarterly observation of progression of reading levels (DORA) by September 2011 through June 2012
- Incorporate the use of Kaplan K-8, an online reading program into the students weekly schedule for 90 minutes by October 2011 through June 2012
- Weekly common planning meetings specific to teachers of special education to modify their unit and lesson plans by September 2011 through June 2012
- Analyzing student work to revise lesson plans after assessing interim and end of unit assessments by October 2011 through June 2012
- Create a push in method for special education teachers to work with SETSS students in various content areas by October 2011 through June 2012
- Maintain a log of assistance for SETSS students in regards to setting goals in either ELA and/or Math by October 2011 through June 2012
- Student portfolios that demonstrate progression in math and ela, completion of student reflection sheets by November 2011 through June 2012
- Using rubrics to guide students in completing reading, writing or math assignments. Teachers using these rubrics to provide feedback and strategies to improve their work by October 2011 through June 2012
- Distribution of differentiated class work and homework according to individual student needs by October 2011 through June 2012
- Mainstreaming a minimum of 2 students on each grade for math and ELA by January 2012 through June 2012

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. Sharing student progress reports with parents quarterly beginning in November 2011 through June 2012
- Sharing student data reflection sheets with parents quarterly beginning in November 2011 through June 2012
- Parents are encouraged to attend the parent teacher conferences held in November and February for updates in regards to their child's progression and strategies to assist their children at home
- Parents are encouraged to enroll their child in afterschool (November) or Saturday academy programs (January)
- In September parents are invited to attend curriculum workshops. They are given the complete curriculum maps in all content area classes and promotional criteria per grade
- The parent coordinator hosts 2 workshops in the fall (September) and the spring(March) to introduce or revisit the website for ARIS.

- In early March a workshop is conducted for parents to understand the format and expectations of the state exams. During this time they are given a sample of what students are expected to complete in a limited time frame. Additionally, parents are given links and resource tools to assist their children in reaching proficiency levels.
- HS Articulation fair hosted for parents in November in regards to selecting schools that offer special education services and appropriate programs
- Parents are informed about workshops that are offered via the DOE in regards to Understanding the IEP process and the new SESIS system  
In addition to:
  - **Parents are contacted via mail, phone and letter sent home in regards to annual or triennial reviews. They are given a minimum of one week notice to attend meetings and sign the final consent form** 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 our school community**
- 

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Special education teachers are allotted 60 minutes weekly to meet and plan in content areas. During these sessions teachers create unit plans, develop learning objectives, plan cohesive lessons, share best teaching practices, research and share resources, create flexible groups, analyze data, create short term goals using current data, discuss individual student academic progress, receive relevant professional development as created via individual professional development goal setting. At the end of each session they are expected to complete the common planning cycle form as evidence of the task/s completed and the next steps
- Post the initial formal observation of each teacher they are mandated to create individual SMART professional development goals that are reviewed updated bi-monthly with an administrator
- Teachers are observed informally and/or formally a minimum of twice monthly and provided with immediate feedback in regards to areas of strength and areas for improvement. Teachers set timelines and are given resources to reference according to individual need. Resources include but are not limited to text from
- Charlotte Danielson's Framework for Teaching, Driven by Data, Depths of Knowledge, etc
- Teachers are afforded the opportunity to attend outside professional development sessions focused on integrating the new CCS into the school's curriculum and aligning the standards to the special education department
- Teachers are afforded the opportunity to conduct peer observations to provide constructive feedback or use best teaching practices in their classrooms
- Teachers are given the opportunity to attend workshops that are specific to the special education department. These workshops can include but are not limited

to SESIS training, Students with Alternate Assessment, Understanding the IEP process, etc

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Students living in temporary housing are given metro cards, uniforms and school supplies to ensure their attendance and participation in school and other activities

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- NYSTL-books and classroom resources, software for reading and math programs  
FSF-teachers  
Title I-lead teacher  
21<sup>ST</sup> Century Funding-per session for teachers and materials  
DINI Grant-books and reading materials, DORA reading assessment program  
NYSTL-books and classroom resources  
FSF-teacher salary  
Title IIB-per session for teachers  
ARRA-data specialist funding

Private Grant 30-teacher supplies  
Contract for Excellent FY 09-teacher's salaries  
Title I IEP-Para

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
By June 2012 the whole school attendance rate will increase to 90.0% as measured in the school's Annual Attendance Report

### **Comprehensive needs assessment**

- **Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.**

Analysis of the past attendance for the past three years has been below 90.0%. This data was gathered from the DOE's PAR report and reads as follows:

2008-2009-87.34%

2009-2010-88.99%

2010-2011-87.73%

It has been evidence that poor attendance has an adverse effect on student outcomes and performance levels on NYS examinations.

Involving parents in motivating their children to arrive to school and on time daily often presents an issue due to proximity of the school, distribution of half fare metro cards and/or issues with taking younger siblings to school

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

👉 **Sign in late book located in the main office and second round check at 11am to verify student absences and then manually corrected on line by September 2011 through June 2012**

👉 **Daily outreach to parents to inform parents of students absences and/or lateness by September 2011 through June 2012**

👉 **Monthly attendance letters to inform parents about the number of lateness and absences for the month. Schedule conferences when necessary by October 2011 through June 2012**

👉 **Logging information on the ILOG system to keep track of students absences and/or lateness and home visits by September 2011 through June 2012**

👉 **Weekly home visits conducted when a student is absent more than twice a week and no contact has been made with the parent/home by October 2011 through June 2012**

👉 **Observing the 407's generated weekly and closing each case when appropriate. 407's are kept in the principal's office, room 205 by October 2011 through June 2012**

👉 **Enrollment in open gym, morning programs to ensure students are arriving on time by December 2011 through May 2012**

- ☞ **Identify students with poor attendance or lateness and provide one on one conference with administration, attendance teacher or social worker to offer support to these** Conducting weekly meetings to review attendance data and identify any necessary changes needed to the systems in place
- ☞ **Focus on the students in the range of 79% to 89% to increase overall attendance students by September 2011 through June 2012**
- ☞ **Monitor daily, weekly and monthly attendance percentages. Data is posted daily and monthly by September 2011 through June 2012**
- ☞ **Acknowledging students with perfect attendance each month by awarding them with a free dress down day and their name displayed on the attendance wall by September 2011 through June 2012**
- ☞ **Initiatives for the class with the highest average to receive a dress down day for the previous month by September 2011 through June 2012**
- ☞ **Offering assistance to parents to encourage their children to attend school (i.e. parent workshops) by September 2011 through June 2012**
- ☞ **Mandate parents to meet with the assistant principal when there have been no positive changes in the students attendance or lateness**
- ☞ **Attaching individual attendance reports (RISA) to report cards by November 2011 through June 2012**
- ☞ **AM meetings with 8<sup>th</sup> grade students and Friday giveaways such as gift cards by September 2011 through June 2012**
- ☞ **Encourage students to join the afterschool programs for academic and art based programs by October 2011 through June 2012**

#### **Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. Parents are contacted daily by the attendance teacher, family worker or parent coordinator if their child is absent from school. This information attained is logged in a daily notebook in addition to ILOG

- Parents of students who are consistently late and or absent or mandated to have a meeting with the assistant principal. During this meeting action plans are developed with the parent and student in order to demonstrate improvement of attendance and/or lateness
- During initial meetings in September parents are made aware of the importance of daily attendance and the positive or adverse effects of academia
- Parents are encouraged to call the school if the child is absent for an extended period of time. Written documentation is mandated upon the students return
- When necessary home visits are conducted in the parent's home

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Training teachers in regards to the correct procedures for conducting daily attendance during HR
- Training teachers to correct attendance if a student was identified as being marked absent or late
- In September introduce teachers to the action plan to increase attendance
- Involve teachers in creating incentives to increase attendance school wide and by grade

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Students living in temporary housing are given metro cards, uniforms and school supplies to ensure their attendance and participation in school and other activities

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

21<sup>ST</sup> Century Funding-afterschool per session and materials

AIDP-family worker

Mandated Counseling Shared-special education guidance counselor salary

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	50	50	50	50	2	0	2	1
<b>7</b>	50	50	50	50	3	0	3	1
<b>8</b>	50	50	50	50	3	0	3	0
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<b>Read 180 intervention program during the day</b> <b>Kaplan k-8 online ELA and Math program during the day</b> <b>IREady online math program during the day</b> <b>After school enrichment twice weekly</b> <b>Small group instruction during the day and afterschool</b>
<b>Mathematics</b>	<b>IREady online math program during the day</b> <b>Kaplan k-8 online ELA and Math program during the day</b> <b>After school enrichment twice weekly</b> <b>Small group instruction during the day and afterschool</b>
<b>Science</b>	<b>Small group instruction before and during the school day</b>
<b>Social Studies</b>	<b>Small group instruction before and during the school day</b>
<b>At-risk Services provided by the Guidance Counselor</b>	<b>One to one during the day</b>
<b>At-risk Services provided by the School Psychologist</b>	<b>One to one during the day</b>
<b>At-risk Services provided by the Social Worker</b>	<b>One to one during the day</b> <b>Small group during the day</b>

**At-risk Health-related Services**

**One to one during the day with at-risk health para  
During the day when needed with the nurse or nurse's assistant**

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**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 our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 our school community. Our school will support parents and families of Title I students by:

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

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our 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 1<sup>st</sup> 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;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: \_16K057\_\_\_\_\_ School Name: \_\_\_MS 57\_\_\_\_\_

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase:  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

Category:     Basic     Focused     Comprehensive

Intervention:     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

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### Part A: For All SINI Schools (Title I and non-Title I)

- ***For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the***
- School Report card indicates that the school did not make Annual year's progress in ELA, 15.7% of the students are performing at or above level 3
- 1. According to the School's Report Card, only 32.3% of the students are performing at levels 3 or 4 in mathematics
- 2. The School's Progress Report shows that we exceeded the median growth percentiles in math compared to both peer and city schools; however, we fell just below the average from our peers and the city for mean adjusted growth for our lowest third. Only 32% of our students are performing at levels 3 or 4. Math teachers have succeeded in making annual year's progress, but students performing at proficiency are still below the peer and city averages.
- 3. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
  - Weekday After-school, Saturday enrichment programs, and Spring break. M.S. 57 will implement a Saturday Program of Instruction as the intervention to support the improved achievement in Literacy and Math for all our students in Grades 6, 7, and 8. The teachers will provide grade appropriate small group and individualized instruction in Literacy and Math instruction. Our program will run from February 2012 to right before the exams.
  - Teachers will receive on site coaching from consultants to help them meet their students' needs.
  - Teachers will meet after school to analyze student data, create instructional plans, and study professional text.

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### Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
  - The 10 percent of the Title 1 funds have been spent on professional development opportunities and consultants to work with our Math, Science, Social Studies, ELA, and Special Needs teachers.

- The funding for Professional Development will allow the school to implement and sustain Differentiated Instruction, Common Core State Standards and Data Driven Inquiry workshops. There is a need to improve teacher practice to support increased student performance. Teachers of Students with Disabilities will have an increased opportunity to improve their practice, deepen content/subject knowledge and increase their understanding of the needs and strengths of Students with Disabilities. Teachers will collaborate and craft alternative strategies in order to promote greater student success. Professional Development will take place on a monthly basis in after school sessions provided by our Lead Teachers, Assistant Principal, Principal, Aspiring Principals, and CFN personnel.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
    - As of this date, M.S. 57 had one teacher who requires mentoring. We have a strong commitment to providing ongoing professional development through our mentoring program led by our Lead Teachers, Aspiring Principals, Assistant Principal, and Principal. We also receive report from our CFN. Our mentoring team provides on-site professional development in the areas of classroom organization and management, as well as the design of instruction and assessment to new and experienced teachers alike. This mentoring is done in one on one sessions, as well as through classroom inter-visitations and the sharing of best teaching practices.
  3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
    - We will backpack the Parent Notification Letter to students. M.S. 57 will notify parents about the school's identification for school improvement by utilizing the parent letter template provided by the Department of Education. We will customize this letter to address and reflect our schools specific needs and services.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, 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, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Lucile Lewis/CFN 111</b>	District <b>16</b>	Borough <b>Brooklyn</b>	School Number <b>057</b>
School Name <b>Ron Brown Academy</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Celeste Douglas-Wheeler</b>	Assistant Principal <b>Dewana Johnson</b>
Coach <b>Oswald Sutherland</b>	Coach <b>Holly deMelo</b>
ESL Teacher <b>Rachelle Lewis</b>	Guidance Counselor <b>Euphemia Cox</b>
Teacher/Subject Area <b>Patrick Berry/ELA</b>	Parent <b>Monique Barnes</b>
Teacher/Subject Area <b>Laura Hill</b>	Parent Coordinator <b>Sophia Williams</b>
Related Service Provider <b>Abigail Antrobus</b>	Other <b>Kiersten Ward/Aspiring Prin</b>
Network Leader <b>Lucile Lewis</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

Please 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 ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>233</b>	Total Number of ELLs	<b>6</b>	ELLs as share of total student population (%)	<b>2.58%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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? (Please provide numbers.)
6. 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? Describe specific steps underway. 

At MS57, a 6th to 8th grade middle school with 250 students in Brooklyn's District 16 and a member of the Community LSO, the Language Allocation Policy Team is led by Ms. Celeste Douglas, Principal, and Ms. Dewana Johnson, Assistant Principal, along with Ms. Euphemia Cox, Social Worker, Mr. Oswald Sutherland, Math lead teacher, Ms. Holly DeMelo, English lead teacher, Ms. Sophia Williams, Parent Coordinator, Ms. Gwendolyn Peters, SAF, and Ms. Lucille Lewis, Network Leader.

We currently do not have a certified ESL Teacher specifically for MS 57 students. Ms. Lewis, a teacher at MS 385 licensed in ESL currently serves our six ELL students along with the rest of our teaching staff.

When a parent or guardian enrolls a student at our school, they are welcomed by our Pupil Accounting School Secretary, Ms. Laura Denice and by our bilingual, budget manager, Ms. Lillian Torres. Parents complete the Home Language Identification Survey (HLIS) with the family and student. This survey and interview lets us know what language the student uses at home. If the HLIS indicates that the child uses a language other than English, the student is administered an English proficiency test called the LAB-R (and the Spanish LAB if applicable) Performance in this test will determine whether the student will be entitled to English Language development support services.

Once the assessment is graded, the ESL Teacher notifies parents of their child's entitlement status and he plans an orientation for the parents of newly enrolled ELLs to inform them of the different ELL programs that are available throughout the city and in our school. In the orientation in September, to which parents are invited in writing and via phone and hosted by Ms. Douglas, and the rest of the LAP Team, parents have the opportunity to receive materials about ELL programs in their home language and to ask questions with assistance from a translator, if necessary. Parents have the opportunity to watch an informational video, visit the ESL classroom, and speak with ESL students. At the end of the orientation, the ESL Teacher collects the Parent Survey and Program Selection Form, where the parent indicates what program he/she is choosing for his/her child. All forms are collected at the end of session. Should the parent need more time to make a decision, our Parent Coordinator, Ms. Williams, will follow-up to ensure the return of the document.

When the parent chooses free standing ESL (pull-out model), the child is immediately enrolled in our program. When the parent chooses another instructional program, we support the parent in finding the closest school with this instructional model.

All students who are enrolled in the ESL program are formally assessed annually using the NYS English as a Second Language Achievement Test (NYSESLAT) to assess their progress in the four modalities of the English language until they acquire a certain level of proficiency that will allow them to enter a monolingual program.

After reviewing the Parent Survey and Program Selection forms for the past few years, we have seen a trend to request the ESL pull-out model, with 90% of the parents choosing this program type. Those families who do not choose the ESL pull-out model have requested the transitional bilingual model, and we have established a partnership with a nearby school who welcomes them immediately.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

**This school offers (check all that apply):**

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	2	0	0	3	0	0	1	0	0	6
<b>Total</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>6</b>

Number of ELLs in a TBE program who are in alternate placement: 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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		
	EL	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
<b>TOTAL</b>	<b>0</b>																				

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
<b>TOTAL</b>	<b>0</b>										

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second 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							1	1	3					5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

**A. Programming and Scheduling Information**

content areas and accelerate English language development?

- 7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

All ELL students participate in the school-wide balanced literacy and balanced mathematics curriculum, and they are enrolled in supplemental AIS small group instruction in content area classes. They will utilize IReady for math intervention, a computer based program for struggling students and Afterschool Academy which offers flexible grouping according to individual student’s needs. They are also grouped according to needs for academic enrichment 3 times weekly for 37.5 minutes. Our beginning and intermediate students are mandated to receive 360 of ELL instruction per week and the advanced student is to receive 180 minutes per week.

We provide our English Language Learners with ELA AIS in all content areas. They are indentified in their strengths and weaknesses and placed into appropriate small groups with their peers. Their reading levels are assessed 4 times yearly and are given appropriate leveled text. We currently do not have any SIFE

**Courses Taught in Languages Other than English ⓘ**

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. How do you ensure that ELL students are fully integrated into the school community?

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Our ELL students are provided ESL services during approximately four ESL pull-out periods, supplemented by ESL instruction in their monolingual classrooms. Currently, we have two students with less than 3 years as ELL's and the remaining students are 4-6 years and one student with more than six years. The majority of our students come from Spanish speaking homes, the other students home languages are Arabic

Instruction is delivered in a pull-out ESL model during 45 min. periods with small, ungraded groups of 4 to 6 students with the same language proficiency level. Students follow the same curriculum as monolingual students and the ESL Teacher collaborates with the monolingual teacher to share assessment data and next steps. In this way, students are being prepared for the transition to monolingual settings.

To ensure that the mandated number of instructional minutes is provided according to proficiency levels, the ESL teacher is given a spreadsheet with each student's NYSESLAT results and corresponding mandated ESL instructional hours. The ESL teacher develops the ESL schedule and it is approved by the principal of the school to ensure compliance. Beginner and Intermediate ESL students participate in four 45-min periods of ESL instruction a week along with ESL instruction in their literacy and content areas for four 45-min periods a week. Advanced ESL students participate in four 45-min. periods of ESL instruction as well as additional ESL strategies in their content and literacy subject areas. All students receive Native Language Arts instruction during their ESL period through direction instruction, native language libraries, and online programs to support the maintenance and growth of their first language.

ESL students receive content area instruction with a monolingual English teacher who incorporates ESL strategies throughout the day. All students participate in hands-on experiments and projects, cooperative group work, and visuals to support learning and make the content comprehensible and enrich language development.

Although we currently have no SIFE students in our school, we plan to support future SIFE students through individual learning plans that address their native language and provide one-on-one support in the major subject areas. ELL students with less than three years (newcomers) and with 4 to 6 years in the program will receive two periods of receive small group instruction in content area classes, and are invited in participate in our afterschool and Saturday school programs. Also, their teachers will be trained on English language development strategies that they must plan in their classroom instruction. Our plan for long-term ELLs includes individual plans to support their growth in the modalities that they must master on the NYSESLAT, so that they will achieve proficiency and join a monolingual program. We will align the IEP goals of students in conjunction with the NYSESLAT to ensure that they are preparing for this exam.

Our targeted intervention programs for ELLs in math, ELA, and other content areas include:

- ELA Academic Intervention Services (all language levels)
- IReady online math program (all language levels)
- Afterschool enrichment programs, such as science experiments, playwriting, and production, etc. (all language levels)
- Small group intervention (all language levels)
- Study Hall homework help three times a week (all language levels)

Programs will not be discontinued because they are having a positive impact on student achievement. ELLs are afforded equal access to all school programs because they are invited to participate in all programs and receive instruction alongside all their peers on a daily basis.

ELL students use authentic literature in literacy classrooms to support their learning and they use the same instructional materials in math and the content areas as monolingual students. Teachers support the use of these materials by creating task-specific supports and scaffolds throughout their lessons.

Although we currently have two newcomer ELL students, we do plan to invite future students to the summer orientation that we hold for students and families to orient them to the school, answer questions, take suggestions, and to learn of the expectations we hold of students at MS57.

Our teachers create individual professional development plans related to their professional needs and teaching responsibilities. Once teachers choose their goals, they are invited to meet these goals through study groups, professional development workshops, and

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Our ELL students are provided ESL services during approximately four ESL pull-out periods, supplemented by ESL instruction in their monolingual classrooms. Currently, we have two students with less than 3 years as ELL's and the remaining students are 4-6 years and one student with more than six years. The majority of our students come from Spanish speaking homes, the other students home languages are Arabic

Instruction is delivered in a pull-out ESL model during 45 min. periods with small, ungraded groups of 4 to 6 students with the same language proficiency level. Students follow the same curriculum as monolingual students and the ESL Teacher collaborates with the monolingual teacher to share assessment data and next steps. In this way, students are being prepared for the transition to monolingual settings.

To ensure that the mandated number of instructional minutes is provided according to proficiency levels, the ESL teacher is given a spreadsheet with each student's NYSESLAT results and corresponding mandated ESL instructional hours. The ESL teacher develops the ESL schedule and it is approved by the principal of the school to ensure compliance. Beginner and Intermediate ESL students participate in four 45-min periods of ESL instruction a week along with ESL instruction in their literacy and content areas for four 45-min periods a week. Advanced ESL students participate in four 45-min. periods of ESL instruction as well as additional ESL strategies in their content and literacy subject areas. All students receive Native Language Arts instruction during their ESL period through direction instruction, native language libraries, and online programs to support the maintenance and growth of their first language.

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- IReady online math program (all language levels)
- Afterschool enrichment programs, such as science experiments, playwriting, and production, etc. (all language levels)
- Small group intervention (all language levels)
- Study Hall homework help three times a week (all language levels)

Programs will not be discontinued because they are having a positive impact on student achievement. ELLs are afforded equal access to all school programs because they are invited to participate in all programs and receive instruction alongside all their peers on a daily basis.

ELL students use authentic literature in literacy classrooms to support their learning and they use the same instructional materials in math and the content areas as monolingual students. Teachers support the use of these materials by creating task-specific supports and scaffolds throughout their lessons.

Although we currently have two newcomer ELL students, we do plan to invite future students to the summer orientation that we hold for students and families to orient them to the school, answer questions, take suggestions, and to learn of the expectations we hold of students at MS57.

Our teachers create individual professional development plans related to their professional needs and teaching responsibilities. Once teachers choose their goals, they are invited to meet these goals through study groups, professional development workshops, and

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

All correspondence for parents are written in both English and Spanish. Parents are invited to attend PTA meetings, parent workshops and all student body affairs/events. The parents of English Language Learners are invited to all of our workshops and activities, including Parent-Teacher Conferences, Computer Literacy, Family Book Club, and Curriculum Showcases. Spanish translation services are provided by our school secretary. Parents are asked to complete homeschool surveys to better their needs and aide the school in developing workshops

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	1						3
Intermediate(I)								0	1					1
Advanced (A)									2					2

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	2	1	3	0	0	0	0	6

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							2	1					
	I									1				
	A									2				
	P													
READING/ WRITING	B							2	1					
	I									1				
	A									2				
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1								1
7									0
8			3						3
NYSAA Bilingual Spe Ed									0

**NYS Science**

**B. 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., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

## NYS Science

### Additional Information

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

Budget permitting, the need for an ESL teacher specific to Ron Brown Academy would be better suited to meet the needs of the individual students and allow time for increased one to one especially for the beginning students. The ESL teacher would have additional time to assist classroom teachers with teaching practices and resource materials for the students they service. Often time, the current ESL teacher is utilized for other purposes such as classroom coverages, programming or data analysis. In addition, the bell schedules conflict which causes the ELL services to be shortened on several days

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

### B. 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., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in

## Additional Information

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

Budget permitting, the need for an ESL teacher specific to Ron Brown Academy would be better suited to meet the needs of the individual students and allow time for increased one to one especially for the beginning students. The ESL teacher would have additional time to assist classroom teachers with teaching practices and resource materials for the students they service. Often time, the current ESL teacher is utilized for other purposes such as classroom coverages, programming or data analysis. In addition, the bell schedules conflict which causes the ELL services to be shortened on several days

## Part VI: LAP Assurances

School Name: <b>Ron Brown Academy</b>		School DBN: <b>16K057</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Celeste Douglas-Wheeler	Principal		1/1/01
Dewana Johnson	Assistant Principal		1/1/01
Sophia Williams	Parent Coordinator		1/1/01
Rachelle Lewis	ESL Teacher		1/1/01
Monique Barnes	Parent		1/1/01
Patrick Berry/ELA	Teacher/Subject Area		1/1/01
Laura Hill/ELA	Teacher/Subject Area		1/1/01
Oswald Sutherland	Coach		1/1/01
Holly deMelo	Coach		1/1/01
Euphemia Cox	Guidance Counselor		1/1/01
Lucile Lewis	Network Leader		1/1/01
Kiersten Ward	Other <u>Aspiring Principal</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** \_\_\_\_\_ **School Name:**

**Cluster:** \_\_\_\_\_ **Network:**

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

•With an influx of Spanish speaking parents our business manager has been able to communicate with many of our parents.  
•The school secretary, business manager and the parent coordinator work collaboratively to use the internet to interpret school letters or notices that are sent home weekly and/or monthly.  
•The parent coordinator posts English and Spanish versions of newsletters and workshops on the parent bulletin board located in the main lobby.  
•The business manager is affluent in the Spanish language and communicates with many of our Spanish speaking students and parents

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

•We currently do not have an ESL/Bilingual ESL teacher to translate for parents and students  
•During parent-teacher conferences Spanish speaking parents are unable to communicate effectively with teachers and often times they have a translator to accompany them or rely on the student to translate.  
•Many of the parent workshops and meetings are limited to English speaking presenters, which effects communication with non-English speaking parents. This results in zero to low attendance from non-English speaking parents  
•A parent letter was sent home in September and again in February notifying parents that they had the opportunity to request English letters translated into their native languages. There is also a poster displayed in the main office notifying parents of the same information.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

- As noted in Part A, we utilize the business manager quite often to translate for our Spanish speaking students and parents.
- In September the parent coordinator will begin to seek vendors that are able to provide both English and Spanish letters and workshop information to ensure we are communicating effectively with the entire population of students and parents.
- Beginning in September and on-going each letter sent home will be mailed in both English and Spanish and Arabic.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

- As noted in Part A, the business manager is utilized to orally interpret to our Spanish speaking students and parents.
- The parent coordinator will also seek vendors who are able to provide personnel who are both English, Spanish and Arabic speaking.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

- The school will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parents Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions are available on the DOE website.
- The school will continuously post in a conspicuous location at or near our primary entrance in our most prominent covered languages indicating the availability of interpretation services.
- Our school safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers