



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: ELIJAH STROUD MIDDLE SCHOOL 353

DBN (DISTRICT/ BOROUGH/ NUMBER): 17K353

PRINCIPAL: CLAUDETTE ESSOR **EMAIL:** CESSOR@SCHOOLS.GOV

SUPERINTENDENT: BUFFIE SIMMONS

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 |
|-------------------|--|-----------|
| Claudette Essor | *Principal or Designee | |
| Roxanne Sargeant | *UFT Chapter Leader or Designee | |
| Andrea Carrington | *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 | |
| Osmond Miller | Member/Staff | |
| Annette McDonald | Member/Staff | |
| Arthur Greaves | Member/Parent | |
| Tricia Delauney | Member/Staff | |
| Andrew Nurse | Member/Parent | |
| Jenean Graham | Member/Parent | |
| Marcia Williams | 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.

English Language Arts (ELA) - All Students

By June 2012, the percentage of "All Students" scoring at performance level 3 or better will improve by at least 7 percentage points, as measured by performance on the 2012 New York State English Language Arts (ELA) assessment.

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 Report Card issued by New York State Department of Education shows that for the academic years 2009-2010 and 2010-2011, the school did not make AYP in English Language Arts for the following subgroups- All Students, Black/ African American, and Economically Disadvantaged. In addition, the New York City Department of Education's Progress Report for the 2010-2011 school year shows that the percentage of "All Students" performing at proficiency levels 3 and 4 on the New York State ELA at assessment was only 18.1%. As a result we have made progress in ELA a priority goal for the school year.

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:

strategies/activities that encompass the needs of identified student subgroups,
staff and other resources used to implement these strategies/activities,

steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

timeline for implementation.

Activity # 1: Professional Development

Professional Development will be given on the following topics: Common Core Standards; Unwrapping the standards to clarify curriculum and lesson objectives; Lesson planning; Incorporation of a variety of strategies into daily instruction that include- mini lessons, teacher modeling, student to student accountable talk, student use of rubrics and self-assessment; collaborative and independent work; Differentiation; Flexible grouping based on student achievement data; Student engagement in meaningful activities and motivation; and Effective questioning for higher order thinking and discussion.

Target Populations: ELA Teachers, including teachers of Students with Disabilities and the ESL Teacher
Responsible Staff Member(s): Administrators, Lead teacher, Network Instructional Specialists and Teacher Leaders
Implementation Time line: September 2011- June 2012
Activity # 2: Curriculum Development:

Curriculum maps will be enhanced to reflect alignment to the Common Core Standards and explicitly identify concepts and skills to be taught. There will be pacing calendars to drive standards based instruction and unit planning that includes targeted focus on Common Core standards to support mini-lessons based on analyses of formal and informal assessment data. The Spring Board ELA program will also be implemented in all grades to insure full development of a rigorous reading and writing curriculum.

Target Populations: ELA Teachers, including teachers of Students with Disabilities and the ESL Teacher
Responsible Staff Member(s): Administrators, Network Instructional Specialists and Teacher Leaders
Implementation Time line: September 2011- June 2012

Steps for including teachers in the decision-making process

Through common preparation periods for team planning, teachers and administrators will engage in regular cycles of analysis and evaluation to identify areas of proficiency and deficiency in teaching and learning. They will consistently engage in item analyses of results from Summative Assessments including NYS exams and Formative assessments such as diagnostic tests, pre and post unit assessments, quizzes, and citywide periodic assessments. They will also use rubrics to analyze student work, including homework, make strategic instructional decisions about how to improve student performance, determine the format of ongoing school level assessments and implement protocols for tracking student progress. Discussion sessions will be facilitated through distributive leadership.

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.

We will increase parent involvement by:

- Conducting regularly scheduled parent and school meetings (School Leadership Team, PTA meetings, Title 1 Parent meetings)
- Providing training and professional development for parents (ARIS Parent Link, Testing Preparation, Understanding the CCSS, Common Core Library)
- Distributing Progress Reports each quarter, with suggested instructional strategies for students to work with their children at home
- Hosting school events such as **Curriculum Fairs, Bring your Parent to School Week, Parent-Teacher Conferences**
- Insuring access to materials and resources in school and at home for parents to support their children's learning and monitor progress
- Promoting increased communication of expectations for students' progress and achievement

The school will also foster parental involvement by offering technology based workshops on topics in literacy and numeracy to support high achievement by all students. Thus parents will be supported in understanding topics such as the new Common Core State Standards and State and City assessments. They will learn how to monitor their child's progress and use all of the above strategies to strengthen the home-school connection in teaching and learning.

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 becomes highly qualified, in order to achieve this goal.

The school has not experienced any difficulty in attracting highly qualified staff and has had to excess staff in each of the past four years. Through participation in employment fairs, each year we have been able to staff our school with pedagogues in all areas of need. The school's inclusion in the "Teachers of Tomorrow" program has also helped to attract staff to our school. As a result, all teachers are appropriately certified. However, to strengthen instruction and build capacity:

- Administration will continue to attend hiring fairs to identify and recruit highly qualified teachers as needed
- Administrators will collaborate with the Network's Staffing Specialist to gain support in hiring highly qualified teachers to fill vacancies when necessary
- Staff will continue to receive on site professional development support from administrators, a Lead teacher, Network Instructional Specialists and peers
- Administration will continue to develop teachers' instructional practice by utilizing a research based framework for performance evaluations
- Professional development will be provided in areas identified by needs assessment of the entire school and the performance of students in relation to CCSS and student achievement standards.

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.

As a Title I Schoolwide Program school we pool funds from all sources (Federal, State, and local) to integrate services and programs, with the goal of helping all students, including students with disabilities and ELL students, reach proficient and advanced levels of achievement. These funds are used flexibly to upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students, and to ensure that all children with disabilities are provided with an instructional program designed to meet their individual needs. Specifically, to provide all students with high-quality learning experiences, the school has:

- Integrated the city mandated literacy programs across the grades, with ongoing use of core curriculum materials as applicable in all subject areas
- Implemented an Academic Intervention Services (AIS) push-in and pull-out program for the lowest achieving students
- Developed technology based intervention and enrichment programs for all students
- Funded an after-school and weekend enrichment program that address the academic as well as social and emotional needs of our students
- Coordinated professional development required for all staff to be proficient in improving learning outcomes for all children.

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.

Title I, Tax Levy, FSF, NYSTL, CFE and other funds will be allocated to support the purchase of additional instructional materials for our English Language Arts

program. The Title 1 Highly Qualified allocation will fund professional development by onsite teacher leaders and specialists from our Network. Funding will also be used to support a literacy afterschool program and an expansion of technology lab resources, to offer students added opportunities for independent reading and writing activities. Further, with per session funding, a technology teacher will be hired to provide technology training to staff and parents.

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.

Math – Economically Disadvantaged

By June 2012, the percentage of Economically Disadvantaged students meeting performance standards in mathematics will improve by at least 5% as measured by performance on the 2012 New York State mathematics assessment.

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 2010- 2011 New York State Report Card for this school indicates the school did not make Adequate Yearly Progress in mathematics for the “Economically Disadvantaged” subgroup. Further, the school’s 2010- 2011 Progress Report issued by New York City Department of Education shows that the percentage of “All Students” performing at proficiency levels 3 and 4 on the 2011 New York State mathematics was only 32.4%. As a result we have prioritized progress in math a goal for the school year, with specific focus on students in the “Economically Disadvantaged” subgroup.

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.

Activity # 1 Curriculum Alignment to Common Core Standards:

Curriculum maps will be enhanced to reflect alignment to the Common Core Standards and explicitly identify concepts and skills to be taught. There will be pacing calendars to drive standards based instruction and unit planning that includes targeted focus on Common Core standards to support mini-lessons based on analyses of formal and informal assessment data. The **Impact Math** Program will be supplemented with materials that include accelerated learning activities for advanced students and technology based enrichment programs for all learners. This will help to insure full development of a rigorous mathematics curriculum.

- **Target Populations:** Math Teachers, including teachers of Students with Disabilities and ELL students
- **Responsible Staff Member(s):** Administrators, Lead Teacher, Network Instructional Specialists
- **Implementation Time line:** September 2011- June 2012

Activity # 2 Professional Development:

Professional Development will be given on the following topics: Common Core Standards; Unwrapping the standards to clarify curriculum and lesson objectives; Lesson planning; Adoption of the workshop model; Incorporation of a variety of strategies into daily instruction that include- mini lessons, teacher modeling, student to student accountable talk, student use of rubrics and self - assessment; collaborative and independent work; Differentiation; Flexible grouping based on student achievement data; Student engagement in problem solving; and Effective questioning for higher order thinking.

- **Target Populations:** Math Teachers, including teachers of Students with Disabilities
- **Responsible Staff Member(s):** Administrators, Lead Teacher, Network Instructional Specialists
- **Implementation Time line:** September 2011- June 2012

Steps for including teachers in the decision-making process

Through common preparation periods for team planning, teachers and administrators will engage in regular cycles of analysis and evaluation to identify areas of proficiency and deficiency in teaching and learning. They will consistently engage in item analyses of results from Summative Assessments including NYS exams and Formative assessments such as diagnostic tests, pre and post unit assessments, quizzes, and citywide periodic assessments. They will also use rubrics to analyze student work, including homework, make strategic instructional decisions about how to improve student performance, determine the format of ongoing school level assessments and implement protocols for tracking student progress. Discussion sessions will be facilitated through distributive leadership.

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.

We will increase parent involvement by:

- Conducting regularly scheduled parent and school meetings (School Leadership Team, PTA meetings, Title 1 Parent meetings)
- Providing training and professional development for parents (ARIS Parent Link, Testing Preparation, Understanding the CCSS, Common Core Library)
- Distributing Progress Reports each quarter, with suggested instructional strategies for students to work with their children at home
- Hosting school events such as **Curriculum Fairs, Bring your Parent to School Week, Parent-Teacher Conferences**
- Insuring access to materials and resources in school and at home for parents to support their children's learning and monitor progress
- Promoting increased communication of expectations for students' progress and achievement

The school will also foster parental involvement by offering technology based workshops on topics in numeracy skills building to support high achievement by all students. Thus parents will be supported in understanding topics such as the new Common Core State Standards and State and City assessments. They will learn

how to monitor their child's progress and use all of the above strategies to strengthen the home-school connection.

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 becomes highly qualified, in order to achieve this goal.

The school has not experienced any difficulty in attracting highly qualified staff and has had to excess staff in each of the past four years. Through participation in employment fairs, each year we have been able to staff our school with pedagogues in all areas of need. Our inclusion in the "Teachers of Tomorrow" program has also helped to attract staff to our school. As a result, all teachers are appropriately certified. However, to strengthen instruction and build capacity:

- Administration will continue to attend hiring fairs to identify and recruit highly qualified teachers as needed
- Staff will continue to receive on site professional development support from administrators, a Lead teacher, Network Instructional Specialists and peers
- Administration will continue to develop teachers' instructional practice by utilizing a research based framework for performance evaluations
- Professional development will be provided in areas identified by needs assessment of the entire school and the performance of students in relation to CCSS and student achievement standards.

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.

As a Title I Schoolwide Program school we pool funds from all sources (Federal, State, and local) to integrate services and programs, with the goal of helping all students, including students with disabilities and ELL students, reach proficient and advanced levels of achievement. These funds are used flexibly to upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students, and to ensure that all children with disabilities are provided with an instructional program designed to meet their individual needs. Specifically, to provide all students with high-quality learning experiences, the school has:

- Integrated the city mandated literacy programs across the grades, with ongoing use of core curriculum materials as applicable in all subject areas
- Implemented an Academic Intervention Services (AIS) push-in and pull-out program for the lowest achieving students
- Developed technology based intervention and enrichment programs for all students
- Funded an after-school and weekend enrichment program that address the academic as well as social and emotional needs of our students
- Coordinated professional development required for all staff to be proficient in improving learning outcomes for all children.
- Provided students in temporary housing with school supplies, attendance outreach and at risk counseling

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.

Title I, Tax Levy, FSF, NYSTL, CFE and other funds will be allocated to support the purchase of additional instructional materials for our mathematics program. The

Title 1 Highly Qualified allocation will fund professional development by onsite teacher leaders and specialists from our Network. Funding will also be used to support a math afterschool program and an expansion of technology lab resources to offer students added opportunities for independent practice in strengthening their numeracy skills. Further, with per session funding, a technology teacher will be hired to provide technology training to staff and parents.

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.

Improving Student Engagement

By June 2012, all staff will demonstrate improvement in the delivery of engaging instruction as measured by schoolwide improvement in students' performance on standardized assessments and /or report cards.

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's New York State Department of Education External School Curriculum Audit done in March 2011 identifies the need to increase student engagement by deepening lesson content and strengthening students' use of higher level thinking skills. In addition, the 2011 New York city Department of Education's Learning Environment Survey reported a score of 6.7 (of 10) points for engagement in learning activities, as measured by students' responses to that item on the 2012 survey. As a result we are making overall improvement in the delivery of engaging instruction, a priority for the current school year.

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.

Activity # 1 Integrating Technology and Instruction

There will be specific focus on:

- Students' use of computer technology to complete projects aligned to CCSS in math and ELA
- Expanded use of technology resources for immersion of all students in technology based intervention and enrichment activities
- Opportunities for staff and students to collaborate in developing class websites
- Project based learning activities in all core disciplines

- **Target Populations:** All students and teachers, including teachers of Students with Disabilities and ELL students
- **Responsible Staff Member(s):** Administrators, Lead Teacher, Technology Teachers, Network Instructional Specialists
- **Implementation Time line:** September 2011- June 2012

Activity # 2 Professional Development:

There will be a focus on:

- Utilizing the CCSS to promote rigor in lessons and improved student engagement in learning tasks
- Utilizing a CCSS rubric to articulate clear expectations for performance and engage students in peer and self-assessment on individual and group tasks
- Utilizing videos of instructional practices and sample tasks from the Common Core library to design engaging tasks
- Providing feedback on student work with targeted and consistent focus on celebration of successes and identification of steps for improvement successes
- Outlining intervention strategies to address the diverse needs of all students, especially students with disabilities and English language learners
- Exploration of independent study and service learning projects to improve motivation for learning
- Computer literacy training for all teachers to promote expanded use of Internet resources to craft engaging learning activities

- **Target Populations:** All Teachers, including teachers of Students with Disabilities and English Language Learners
- **Responsible Staff Member(s):** Administrators, Lead Teacher, Network Instructional Specialists and Technology teachers
- **Implementation Time line:** September 2011- June 2012

Steps for including teachers in the decision-making process

Through common preparation periods for team planning, teachers and administrators will engage in regular cycles of analysis and evaluation to identify areas of proficiency and deficiency in teaching and learning. They will consistently engage in item analyses of results from Summative Assessments including NYS exams and Formative assessments such as diagnostic tests, pre and post unit assessments, quizzes, and citywide periodic assessments. They will also use rubrics to analyze student work, including homework, make strategic instructional decisions about how to improve student performance, determine the format of ongoing school level assessments and implement protocols for tracking student progress. Discussion sessions will be facilitated through distributive leadership.

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.

We will increase parent involvement by:

- Conducting regularly scheduled parent and school meetings (School Leadership Team, PTA meetings, Title 1 Parent meetings)
- Providing training and professional development for parents (ARIS Parent Link, Testing Preparation, Understanding the CCSS, Common Core Library)
- Distributing Progress Reports each quarter, with suggested instructional strategies for students to work with their children at home
- Hosting school events such as **Curriculum Fairs, Bring your Parent to School Week, Parent-Teacher Conferences**
- Insuring access to materials and resources in school and at home for parents to support their children's learning and monitor progress
- Promoting increased communication of expectations for students' progress and achievement

The school will also foster parental involvement by providing technology based workshops on topics in literacy and numeracy to support high achievement by all students. Thus parents will be supported in understanding topics such as the new Common Core State Standards and State and city assessments. They will learn how to monitor their child's progress and use all of the above strategies to strengthen the home-school connection.

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 teachers become highly qualified, in order to achieve this goal.

The school has not experienced any difficulty in attracting highly qualified staff and has had to excess staff in each of the past four years. Through participation in employment fairs, each year we have been able to staff our school with pedagogues in all areas of need. Our inclusion in the “Teachers of Tomorrow” program has also helped to attract staff to our school. As a result, all teachers are appropriately certified. However, to strengthen instruction and build capacity:

- Administration will continue to attend hiring fairs to identify and recruit highly qualified teachers as needed
- Staff will continue to receive on site professional development support from administrators, a Lead teacher, Network Instructional Specialists and peers
- Administration will continue to develop teachers’ instructional practice by utilizing a research based framework for performance evaluations
- Professional development will be provided in areas identified by needs assessment of the entire school and the performance of students in relation to CCSS and student achievement standards.

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.

As a Title I Schoolwide Program school we pool funds from all sources (Federal, State, and local) to integrate services and programs, with the goal of helping all students, including students with disabilities and ELL students, reach proficient and advanced levels of achievement. These funds are used flexibly to upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students, and to ensure that all children with disabilities are provided with an instructional program designed to meet their individual needs. Specifically, to provide all students with high-quality learning experiences, the school has:

- Integrated the city mandated programs across the grades, with ongoing use of core curriculum materials as applicable in all subject areas
- Implemented an Academic Intervention Services (AIS) push-in and pull-out program for the lowest achieving students
- Developed technology based intervention and enrichment programs for all students
- Funded an after-school and weekend enrichment program that address the academic as well as social and emotional needs of our students
- Coordinated professional development required for all staff to be proficient in improving learning outcomes for all children.
- Provided students in temporary housing with school supplies, attendance outreach and at risk counseling
- Secured the services of a Guidance Counselor for mandated and at risk counseling services for students.

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.

Title I, Tax Levy, FSF, NYSTL, CFE and other funds will be allocated to support the purchase of additional instructional materials for all core programs. The Title 1 Highly Qualified allocation will fund professional development by onsite teacher leaders and specialists from our Network. Funding will also be used to support a math and literacy afterschool program and an expansion of technology lab resources to offer students added opportunities for independent practice in strengthening their literacy and numeracy skills. Further, with per session funding, a technology teacher will be hired to provide technology training to staff and parents.

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.

| | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | 59 | 52 | 59 | 59 | 25 | 5 | 5 | 15 |
| 7 | 39 | 28 | 39 | 39 | 10 | 2 | 2 | 5 |
| 8 | 27 | 20 | 27 | 27 | 15 | 5 | 3 | 8 |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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 |
|---|--|
| ELA | Intervention activities are done via day push-in and pull-out programs and an afterschool literacy program. The services are designed to help students perform well on the New York State English Language Arts Assessment. The students prepare for the exam by examining texts aligned to the CCSS, responding to readings by citing textual evidence that most strongly supports an analysis of what the text says explicitly, drawing inferences from the text, composing essays in which the topic is introduced and developed with relevant facts, definitions, concrete details, quotations, or other information and examples, identifying an author's purpose and utilizing various nonfiction texts. Intervention strategies also include practice in responding to multiple choice items based on complex texts and revising writing to attain proficiency. |
| Mathematics | Students receive services via day and afterschool intervention programs. The classes are designed to enhance students' readiness for the New York State Math Assessment and introduce them to the Common Core Standards in math. Students get to review topics they have learned in math classes and analyze questions that help them find out what they know about math ideas, skills, and problem solving. Some activities consist of multiple choice questions, short writing problems, and extended writing problems. Students are asked to solve a problem, show their work, explain what steps they took and state why they think a particular answer is correct. They use a variety of software programs to reinforce numeracy skills. |
| Science | Students who score poorly on unit tests and/or projects are identified for services. They participate in hands-on investigations, observations, and cooperative learning groups to stimulate interest in science related careers. They are tested on their lab skills and general understanding of science. Extended response questions are used to assess writing proficiency and ascertain their ability to apply their knowledge of science. Students also work on science vocabulary terms and complete research projects. |
| Social Studies | Students who are not proficient on unit tests and projects are identified for services. Projects are developed in coordination with students' social studies teacher and the technology specialist. Students explore content deeply, as they pursue topics of interest and engage in inquiry through completion of projects. |
| At-risk Services provided by the Guidance Counselor | All students have access to a counselor as needed. One to one and group counseling are offered. In addition, the guidance counselor coordinates an advisory program as part of day school intervention activities for students. |
| At-risk Services provided by the School Psychologist | The school psychologist works with the guidance counselor to provide evaluation and help develop services for selected students. Behavior Modification strategies are used to strengthen support for at-risk students. |
| At-risk Services provided by the Social Worker | Our most at risk students are identified by the Guidance Counselor and a part time social worker provides services to them. One to one and group counseling sessions are offered, with the social worker teaming up with the school's guidance counselor and psychologist to strengthen interventions. |
| At-risk Health-related Services | All students have access to a health professional for routine and emergency medical care. This includes site based assistance for students with special nutrition needs and students who are asthmatic. |

**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.

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 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 to serve as a liaison between the school and families. The Parent Coordinator 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference and Family Day event for parents/guardians, grandparents and foster parents;
- hosting educational events, including Parent-Teacher Conferences, throughout the year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- establishing a Parent Resource Center with instructional materials for parents;
- promoting events to support men asserting leadership in education for their children.
- providing written and verbal reports to keep parents informed of their children's progress;
- distributing a newsletter or web publication to keep parents informed about school activities;
- providing for regular written communication between teacher and the home in a format, and to the extent practicable, in a language 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.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- insuring that information related to school programs, meetings and other activities is sent to parents 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;
- facilitating appointments for parents to meet with their child's teacher or other staff members;
- arranging for parents to receive training as volunteers and / or 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 and respectful environment for parents and guardians;
- providing workshops at times convenient to most parents, to assist them in understanding performance standards, assessments and how to monitor their child's progress;
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading, for a minimum of 15 minutes daily);
- set limits to the amount of time my child watches television or plays video games;
- promote my child's participation in extended day learning opportunities, clubs, and sports; and/or quality family time;
- discuss this Compact with my child and insure his/her compliance with school policies / rules;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and promptly read and respond to all notices, surveys, feedback forms or other notices received from the school;
- participate in the development, implementation, evaluation and revision of the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, city and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's 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: 17K353

School Name: Elijah Stroud Middle School

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

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

1. 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 2010-11 school year, please include the findings from that process in your response for this section.

Based on a collaborative internal evaluation of school performance, we have concluded that some causes of low achievement in ELA for all students are: persistently disruptive conduct; ineffective classroom management practices; and instruction that lacks rigor and is not aligned with applicable standards and standardized assessments. These findings were affirmed by the ESCA done in March 2011. Specifically, it was noted that: teachers were inconsistent in the methods used to develop a positive climate between teacher and students and between students and students, in the classroom; student behavior was a disrupter in many classrooms; and academic intervention services did not yield the expected improvement in achievement and thus needed to be evaluated for efficacy.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Pursuant to findings from the ESCA report, a two pronged approach will be utilized to improve student achievement. The first will focus on curriculum development, to insure full development of a rigorous reading and writing curriculum. To that end we will:

- Create data driven curriculum maps that are aligned to the Common Core Standards and explicitly identify concepts and skills to be taught
- Develop pacing calendars to drive standards based instruction and unit planning to support mini-lessons based on analyses of formal and informal assessment data
- Utilize videos of instructional practices and sample tasks from the Common Core library to design engaging tasks
- Implement the College Board's Spring Board ELA program in all grades
- Promote expanded use of Internet resources to craft engaging learning activities in English Language Arts.

The second level of support for improved achievement is targeted focus on improving student engagement. This includes the use of:

- CCSS rubrics to articulate clear expectations for performance and engage students in peer and self-assessment on individual and group tasks;
- Technology based programs for enrichment and intervention activities for all students;
- Detailed feedback on student work, with consistent focus on celebration of successes and steps for improvement;
- Intervention strategies that focus explicitly on the diverse needs of students, especially students at performance levels 1 and 2 in ELA, students with disabilities, and English language learners;
- A school-wide program for ongoing assessment and literacy skills building, with results charted to improve students' motivation and promote self-assessment;
- Independent study and interest based projects to deepen reading, writing and listening skills and improve motivation for learning;
- Intervention Specialists who will collaborate with other staff to provide daily academic and behavioral supports for selected groups of our most at risk students.

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.

Professional Development will be given on the following topics: Common Core Standards; Unwrapping the standards to clarify curriculum and lesson objectives; Lesson planning; Incorporation of a variety of strategies into daily instruction that includes-mini lessons, teacher modeling, student to student accountable talk, student use of rubrics and self-assessment; collaborative and independent work; Differentiation; Flexible grouping based on student achievement data; and Effective questioning for higher order thinking and discussion. There will be conferencing with staff at grade meetings to develop unit plans and curriculum maps as well as facilitate lesson study. One to one meetings with teachers will also be used to analyze data, set goals and utilize a research based framework for performance evaluation.

In addition to the foregoing, there will be an afterschool Professional Development Institute focused on researching and implementing exemplary instructional practices. Administrators and Network Specialists will guide teachers in developing model classrooms, scheduling intervisitation activities, analyzing data for needs assessment, promoting the workshop model of instruction in all classes and facilitating walkthroughs and workshops. Network Specialists will also train staff in data driven and differentiated instruction and administrators will use formal and informal observation data and conferences to improve teachers' ability to help students develop higher order thinking skills. Weekly collaborative inquiry sessions will be used to build capacity and facilitate differentiated instructional support.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Through common preparation periods for team planning and mentoring, teachers and administrators will engage in regular cycles of analysis and evaluation to identify areas of proficiency and deficiency in teaching and learning. In addition, all teachers will consistently engage in item analyses of results from Summative Assessments, including NYS exams, and Formative assessments such as diagnostic tests, pre and post unit assessments, quizzes, and citywide periodic assessments. They will also use rubrics to analyze student work, including homework, make decisions about how to improve students' performance, determine the format of school level assessments and implement protocols for tracking student progress. Further, Title 1 Highly Qualified funds will be used to finance per session and per diem payments for technology training and one to one coaching activities by our teacher leaders and administrators. With differentiated professional development activities facilitated by a network of buddy teachers, Network Specialists, administrators and a technology leader, all teachers will have weekly access to site based in and /or out of class mentoring support.

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.

The DOE has indicated that translated versions of the applicable NCLB parent notification letter will be available on line shortly. The online document will be printed in English, Spanish and Creole and sent home with students by the applicable deadline, January 31, 2012. The Parent Coordinator and Family Assistant follow up with telephone calls as needed. If necessary, DOE vendors and two bilingual staff members who currently facilitate parent conferences and telephone calls to families, will be called upon for oral and written translation service for parents whose native language is not provided for by the online site. The written document item will also be discussed fully at Title 1 Parent Involvement, School Leadership and PTA meetings.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

| | | | |
|--|--------------------|-------------------------|--------------------------|
| Cluster Leader/Network Leader | District 17 | Borough Brooklyn | School Number 353 |
| School Name Elijah Stroud Middle School | | | |

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

| | |
|--|--|
| Principal Claudette Essor | Assistant Principal Tricia Delauney |
| Coach Karen Evans | Coach |
| ESL Teacher Olga Ushitskaya | Guidance Counselor David Smith |
| Teacher/Subject Area Annette McDonald | Parent Andrea Carrington |
| Teacher/Subject Area Osmond Miller | Parent Coordinator America Irving |
| Related Service Provider William Nelson | Other |
| Network Leader Lucile Lewis | Other |

C. Teacher Qualifications [i](#)

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

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | 178 | Total Number of ELLs | 10 | ELLs as share of total student population (%) | 5.62% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

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 enrollment, students are identified by the Home Language Identification Survey (HLIS), which includes an interview of the parent (s) and student by our ESL certified teacher and the Principal, to make an initial determination of the child's home language. This process is formalized by a Home Language Identification Survey (HLIS) that parents complete to show what language the child speaks at home. The ESL teacher conducts an informal interview in English, and if necessary in the child's native language, with translation being done by a staff member or with assistance from the Translation Unit.

Once the HLIS is collected from the parents and the ESL teacher or interviewer determines another language is spoken at home, the child is administered the Language Assessment Battery Revised (LAB-R) to establish the child's English proficiency level. Students who score below proficiency on the LAB-R are deemed eligible for state mandated services for ELLs. Spanish-speaking students who score below the proficiency level on the English LAB-R are administered the Spanish LAB solely to determine native language proficiency.

The administration of the LAB-R takes place within 10 days of the student's initial registration in the school. Within 10 days of registration parents are also informed of the date to attend a parent orientation. The orientation session is presented by the ESL teacher and the Principal. At the orientation parents learn about the program choices offered to eligible students (Transitional Bilingual Education: TBE; Freestanding ESL, and/or Dual Language).

As mandated by New York State, all ELL students are administered the New York State English as a Second Language Achievement Test (NYSESLAT) yearly, to assess English proficiency and determine continued eligibility in the program. In addition, ongoing assessment of language acquisition proficiency is done through analyses of data from the NYSESLAT. We look at the past three years of data from the NYSESLAT to determine patterns of growth and evaluate modality scores (reading/writing; listening/speaking) to determine students' strengths and weaknesses and identify instructional needs. Further, other formal and informal assessments are used to inform instruction. The primary goal of the program is for all ELLs to attain proficiency in English within 3 years.

The ELL Parent Information Case (EPIC) toolkit is used to help parents understand the process, choices and programs offered to their students. A brochure is given to parents at the orientation and they listen and watch a DVD showing programs offered. All materials are available in the nine major languages in our system. Any parent needing another language for this orientation process will be given a translator from the Translation Unit, to ensure complete understanding of the programs and choices.

After viewing the DVD parents are given a Parent Survey and Program Selection form to choose the program they want their child to participate in. Parents fill out the forms on site, or if time is needed, they are asked to return the forms within one week (either with their child or through the US postal service). Parents are notified (phone calls and then through registered mail) if the forms are not returned within the time frame given. Entitlement (or non-entitlement) letters are distributed to parents upon scoring of the initial (LAB-R) exam. All parent-related documents are taken from the EPIC toolkit.

Over the past several years, parents have consistently elected the freestanding ESL program that we offer. When speaking with parents regarding their choice of programs, they have opted to enroll their children in the freestanding model. Thus, our program is aligned with the parent requests. However, if a parent chooses a program not offered in this school they are given assistance in finding a school with the program of their choice.

Part III: ELL Demographics

A. ELL Programs

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

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 checked="" type="radio"/> | If yes, indicate language(s): |
| Dual language program | Yes <input checked="" type="radio"/> | No <input checked="" 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 | To t # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|---|-------------------------------|---|
| All ELLs | 10 | Newcomers (ELLs receiving service 0-3 years) | 5 | Special Education | 2 |
| SIFE | 1 | ELLs receiving service 4-6 years | 5 | 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 | | |
|-------------------|------------------|------------------------------------|
| 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 | Total |
|---------------|-----|------|-------------------|-----|------|-------------------|-----|------|-------------------|-------|
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 5 | 0 | 0 | 5 | 1 | 2 | 0 | 0 | 0 | 10 |
| Total | 5 | 0 | 0 | 5 | 1 | 2 | 0 | 0 | 0 | 10 |

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 |
| TOTAL | 0 |

| Dual Language (ELLs/EPs) | | | | | | | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| K-8 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

| Dual Language (ELLs/EPs) | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 9-12 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

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 | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | 1 | 1 | | | | | | 2 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | 2 | 1 | | | | | | 3 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 3 | 0 | 0 | 0 | 0 | 10 |

Part IV: ELL Programming

A. Programming and Scheduling Information

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 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?

ELL students participate in a free standing English as a Second Language (ESL) pull-out program with services provided by a licensed ESL teacher. All students receive rigorous instruction in English Language skills as well as in the content areas of mathematics, social studies and science as mandated by the CR Part 154 and the Language Allocation Policy. Instruction is aligned with ESL and ELA standards, including the new Common Core standards, with Native Language supports such as glossaries and translation. It is also data driven and customized to meet the needs of all ELLs. The workshop model of instruction is used to deliver high quality, differentiated instruction for our ELLs. The ESL Program also utilizes technology such as ESL software, CD's with pre-recorded text, web-sites for ESL students, computer quizzes and graphic organizers. Students build a foundation of academic language which is enhanced by constant exposure to both new and familiar vocabulary.

Students are placed in small flexible groups for targeted instruction based on LAB-R, NYSESLAT, and Pearson Reading Level indicators. They are grouped according to proficiency levels as follows: Beginner (2 students); Intermediate (4 students); and Advanced (4 students). Beginner and intermediate students receive 360 minutes of ESL instruction per week while advanced level students receive 180 minutes of ESL instruction weekly. Instruction is exclusively given in English and is differentiated based on ability and interests. However, students with the same native language are grouped together daily to support each other in small-group instructional contexts.

Content area instruction is delivered in English through the use of ESL methodology. Teachers integrate modeling, bridging, and contextualization techniques to scaffold instruction for ELL students. Explicit vocabulary instruction supports language acquisition. Graphic organizers and visuals are used as tools to develop students' writing skills. To accelerate academic achievement we target language development across the grades and content areas, with great emphasis on active engagement via interactive experiences.

For students with interrupted formal education (SIFE), we administer a variety of tests in order to accurately determine their strengths and weaknesses. This guides instruction and the delivery of Academic Intervention Services (AIS). We provide small group instruction that focuses on word study, sight words, and vocabulary development to help students become beginning readers. They use technology based intervention and enrichment programs to develop listening comprehension and basic reading skills. They also receive additional services in language acquisition via tutoring in our day and afterschool intervention programs. Counseling services are an integral part of this skills building program.

Newcomers, students with less than three years in the US, constitute 50% of our ESL program. When a new student is registered, we provide an informal student orientation, and a buddy system that assists the student during the day. Newcomers receive intensive

A. Programming and Scheduling Information

instruction in basic language skills such as pronunciation, phonics, phonemic awareness and vocabulary development. The students are in classrooms with their English-speaking peers and conversation is encouraged between all students to enhance English language acquisition. Additionally they receive differentiated instruction from the ESL teacher and classroom teachers who are given professional development in best practices for ELLS.

The students receiving ESL services from 4 to 6 years perform well in listening and speaking, while reading and writing represent a challenge. Thus they are assigned individualized supplemental work so they can have additional at-home practice to accelerate their progress. Further, based on data from the NYSESLAT and comparison of previous year levels on the test, we focus on areas of weakness and service these students in our after school program to enhance language acquisition. To build their reading fluency, they read books on their proficiency level and use the library books to read at home. To enhance their writing skills, the ESL teacher models the writing process and uses graphic organizers to assist students in sequencing and organizing their writing projects.

Our plan for long term ELL students includes targeting higher order thinking skills such as inference and analytical skills. In addition, our long term ELL students read specially designed ESL books and the development of the four language skills - listening, speaking, reading, and writing - are emphasized. Long term ELL students also attend an afterschool enrichment program which focuses on reading comprehension, shared reading, writing activities, as well as mathematics. Through day and after school academic intervention programs, long term ELL students participate in a broad range of activities that promote literacy and mathematic skills.

Since all students are expected to meet all performance standards and benchmarks, our instructional program offers all students, including our special needs students, day and after-school instruction in literacy and math each week. Teachers in science and social studies differentiate learning for these ELLs by using visuals and manipulatives to illustrate concepts, and graphic organizers are used to sequence steps and increase students' ability to recall information. ELLs with special needs have guided instruction that match the students' IEPs, along with differentiated instruction planned collaboratively with the ESL teacher and the Special Education staff. Collaboration between all providers is the focus of our plan to enrich instruction and assist students in the classroom, using grade level materials as well as materials on students' independent reading level for individual practice.

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

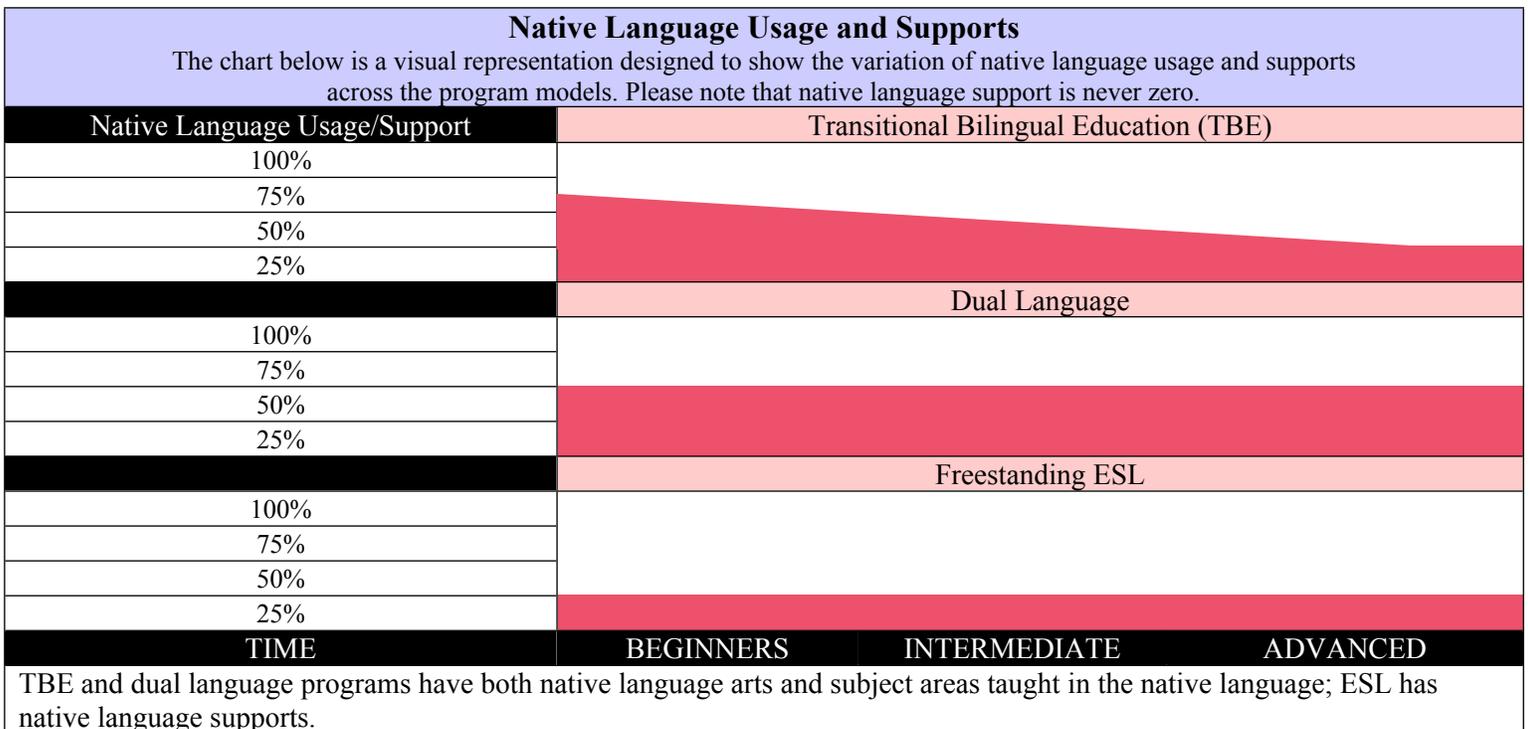
| Class/Content Area | Language(s) of Instruction | | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts | | | | |
| Social Studies: | | | | |
| Math: | | | | |
| Science: | | | | |
| | | | | |
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| 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 |
| FOR TBE /DL PROGRAMS: 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 |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |



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 materials used)?

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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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?

Students are offered ESL content area instruction aligned with NYC and NYS standards in ELA, math, science and social studies. Besides receiving the mandated ESL services, students receive 90 minutes of ELA instruction daily. In addition our instructional program offers all students, including ELLs, grade and age appropriate day intervention services daily and after-school intervention services in literacy and math three days per week. Further, all students receive additional instructional time in all subject areas, as the school has spread the 37.5 minutes of extended time across regular class periods throughout the school day. The program also includes electives such as music, technology and advisory and there is homework help for all students in our Saturday Academy. However, there are no language electives offered at this time.

All ELL students, regardless of proficiency levels, are required to take all content area citywide and state exams. Students for whom native language translations are available can take content area exams in their native language. The ESL teacher monitors the academic progress and language development of those students who have scored at the proficient level on the NYSESLAT exam and therefore exit the ESL program. The classroom teacher and the ESL teacher determine if the child should receive additional AIS services and the testing modifications that they are entitled to. Students reaching proficiency are provided with additional support from the ESL teacher for at least one year. They read books at a higher level and do oral presentations. Further, the after-school program is also employed as a support for children who have recently exited the ESL program.

For 2011-2012, no service or programs for ELLs will be discontinued. Instead, there will be greater focus on differentiation of activities to match the proficiency levels of ELL students. In addition, the Common Core State Standards will be infused into instructional tasks and technology software programs (Castle Learning and Study Island) will be used to enrich reading and writing skills by providing multiple opportunities for independent practice in all core disciplines. Further, each ELL student will have access to a computer that supports guided as well as independent work in reading, writing, listening and speaking.

To maximize language development we offer our ELLs students a large selection of resources, including materials such as classroom libraries, and texts such as Spring Board, Side by Side, Shining Star and Getting Ready for the NYSESLAT. Oral communication skills are developed through the use of read-alouds and shared reading experiences, and technology is used to enrich the curriculum across the content areas. Classroom teachers differentiate instruction to engage students in the reading and writing process. Thus a language and print rich environment provides support for cognitive language acquisition. The curriculum includes stories about families, life in a new country, as well as adjustments to new surroundings. Further, it is sensitive to the ethnicity, culture and customs of each student.

Only a few of our ELLs have any academic background knowledge in their native language and many do not have fluent verbal communication skills either. Thus, although our students' first language is recognized and valued as a bridge to support the acquisition of the second language, grade and age level instruction is exclusively given in English. There is differentiation based on ability and interests and students with the same native language are grouped together daily to support each other in small-group instructional contexts.

Students in transition from elementary to intermediate school participate in an orientation session before entering MS 353. Parents are invited to become acquainted with various programs and translation service is provided as applicable. Students receive information about the academic and enrichment opportunities available to them. They get a tour of the building and meet the staff who will be working with them. Students who are transitioning into high school meet with the guidance counselor who assists them in reviewing the high school directory and completing the application process.

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.
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performance data on ARIIS. Two bilingual staff members provide translation services when needed.

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?

To promote learning at home, all parents, including the parents of ELL students, are invited to participate in the PTA and all workshops during the year. There are partnerships with local businesses and service agencies to engage and empower parents as partners in school activities. The PTA coordinates a survey to determine parents' needs and school administrators lead staff in analyzing the the school's Learning Environment Survey to detect areas of needs. The Parent Coordinator also does outreach for parents to indicate the areas of need and schedules workshops in which they are invited to participate. In addition, they are encouraged to become involved in school celebrations such as Culture Day, Bring Your Family to School Week, holiday concerts, curriculum fairs, award ceremonies and talent shows. Further, they are also offered the opportunity to come to school on selected days for one to one Help sessions, Open School conferences, examination of their children's work folders, guided review of quarterly progress reports and analysis of their children's performance data on ARIS. Two bilingual staff members provide translation services when needed.

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)?

N/A

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.

All staff members, including Administrators, the Guidance Counselor, Secretary, Parent Coordinator and general and special education teachers are provided with professional development relevant to the needs of our ELLs. Professional development workshops are provided by school staff, including the ESL teacher and Network Specialists, to expand teachers' repertoire in scaffolding instruction for ELL students. In addition, the ESL teacher and content area teachers meet regularly to plan instruction, ensure curriculum alignment, and review students' progress.

The administration also provides for common planning sessions to insure that:

- Teachers provide students with opportunities to be involved in purposeful conversations
- All language modalities are incorporated into the lesson - for example group discussions, journals etc.
- There is ongoing collaboration between content area and ESL teachers to create a learning community that is knowledgeable about the linguistic needs of ELL students
- A Network Specialist works closely with teachers to support rigorous instruction.

Teachers are also encouraged to attend professional development offerings through Protraxx, the Division of Students with Disabilities and English Language Learners, and ESL Technical Assistance Center (BETAC), to build their capacity to help our ELL students transition from elementary to middle school and from middle to high school. Onsite workshops are also offered to insure that teachers receive the mandatory 7.5 hours of ESL training. Workshops include: Understanding the Common Core Standards, Scaffolding Strategies for ELLs, Analysis and Interpretation of Data, Understanding the NYSESLAT and the Implications for Instruction and Integrating Technology into Instruction.

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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) | | | | | | | | 1 | 1 | | | | | 2 |
| Intermediate(I) | | | | | | | 2 | 0 | 2 | | | | | 4 |
| Advanced (A) | | | | | | | 2 | 2 | 0 | | | | | 4 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 3 | 0 | 0 | 0 | 0 | 10 |

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

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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

The New York State LAB-R and English as a Second Language Achievement Test (NYSESLAT) assessments are used to evaluate English proficiency and determine instructional needs, with specific attention to differences in modality scores (reading/writing; listening/speaking). Data from the 2010-11 LAB-R and NYSESLAT show that ten ELL students took the exams with the result that there are 2 beginners, 4 intermediate and 4 advanced level students. There are five students who tested as proficient in listening/speaking, three who are advanced, one intermediate and one beginner. Two students are proficient in reading and writing, while two are beginners, four are intermediate and two are advanced.

ELLs are also administered the Pearson Reading level indicator which indicates reading levels and pinpoints the main areas that need to be focused on when planning instruction. ELL Periodic assessment data for 2010-2011 are also used to identify instructional needs. For that assessment, data patterns across proficiency levels and grades show that of the 10 ELL students tested, six met the standard in reading, seven in writing and five in listening. Most students scored the highest on the writing segment. These data indicate that all ELL students are most in need of targeted instruction to improve reading and listening skills. There is a clear need to strengthen phonemic awareness to improve reading fluency, reinforce comprehension strategies to improve reading proficiency, and provide explicit instruction and scaffolding activities, with read alouds to build proficiency in listening.

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.

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

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | 3 | | 1 | | | | 4 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| 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 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

The New York State LAB-R and English as a Second Language Achievement Test (NYSESLAT) assessments are used to evaluate English proficiency and determine instructional needs, with specific attention to differences in modality scores (reading/writing; listening/speaking). Data from the 2010-11 LAB-R and NYSESLAT show that ten ELL students took the exams with the result that there are 2 beginners, 4 intermediate and 4 advanced level students. There are five students who tested as proficient in listening/speaking, three who are advanced, one intermediate and one beginner. Two students are proficient in reading and writing, while two are beginners, four are intermediate and two are advanced.

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.

Part VI: LAP Assurances

| School Name: <u>Elijah stroud Middle school</u> | | School DBN: <u>17K353</u> | |
|---|----------------------|----------------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Claudette Essor | Principal | | 11/29/11 |
| Tricia Delauney | Assistant Principal | | 11/29/11 |
| America Irving | Parent Coordinator | | 11/29/11 |
| Olga Ushitskaya | ESL Teacher | | 11/29/11 |
| Andrea Carrington | Parent | | 11/29/11 |
| Annette McDonald | Teacher/Subject Area | | 11/29/11 |
| Osmond Miller | Teacher/Subject Area | | 11/29/11 |
| Karen Evans | Coach | | 11/29/11 |
| | Coach | | |
| David Smith | Guidance Counselor | | 11/29/11 |
| Lucile Lewis | Network Leader | | 11/29/11 |
| | Other | | 11/29/11 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **17K353** School Name: **Elijah Stroud Middle School**

Cluster: Network: **111**

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

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.

ELL students report that they do not get much help at home as most parents do not read, write or speak English well. To meet the language translation and interpretation needs of our students and their families, we utilize two bilingual staff members to facilitate parent conferences and telephone calls to families. In addition, through use of DOE sites we are able to send home notices in all applicable languages. However, for parents who speak Fulani we need to hire foreign language translators/interpreters who will assist us in reformatting documents and notices for them. Our bilingual staff members help in the preparation of our ELL students to meet assessment and accountability goals .

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.

Most ELL families are unable to provide the help their children need because they do not speak much English. Parents are anxious to be involved in their children's education but are hindered by the language barrier. As noted previously, ELL students also report that notices and telephone calls to their homes are not meaningful to parents who do not read, write or speak English. Therefore they do not have much help at home. These findings were reported to the school community at staff planning meetings, PTA and SLT meetings.

Part B: Strategies and Activities

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.

The DOE has provided us with translated documents in a number of languages. On-line documents will be downloaded and printed for distribution. We will make every effort to ensure that students take notices home to parents as well as have the Parent Coordinator and family Assistant contact parents. We expect that by providing foreign language translators who will translate documents and notices in the language our parents speak and/or read we will empower them to help their children with homework, projects and other school activities. DOE vendors and selected school staff will be called upon for written translation services.

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.

We will use bilingual school staff to meet our needs for oral interpretation services. Our oral interpretation team will communicate with parents and others about AIS, Learning Standards, Open School, Afterschool programs, holiday events, PTA and SLT meetings. Team members will also serve as proctors and tutors for ELL assessments and attend major events as interpreters. This will enhance parental involvement in school activities and help promote improved student achievement.

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>.

A directory of translation services providers will be maintained and shared with parents of ELLs and the entire school community. Further, we will make document A-663 available to all parents and staff members. In addition, posters advertising interpretation and translation services will be downloaded from the DOE site and placed on hallway walls to notify parents of these services.

