



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MIDDLE SCHOOL 584

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 16K584

PRINCIPAL: GILLEYAN J. HARGROVE **EMAIL:** GHARGRO@SCHOOLS.NYC.GOV

SUPERINTENDENT: EVELYN SANTIAGO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
GILLEYAN J. HARGROVE	*Principal or Designee	
MICHAEL FERNANDEZ	*UFT Chapter Leader or Designee	
SHAWANDA WOODS	*PA/PTA President or Designated Co-President	
NICOLA HALL	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	
LASHONDA RANDOLPH	Member/teacher	
ALICE BASKIN BEY	Member/teacher	
JEAN CHESTER	Member/teacher	
NORINE MEDAS	Member/parent	
	Member/parent	
	Member/parent	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, our sixth, seventh, & eighth grade students achieving proficiency (Level 3 & 4) on the NYS ELA Examination will increase by 10%

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.

In the English Language Arts content area, significant decreases in percentages of students at or above Level 3 took place in the 2009-2010 school year. During the 2010-2011 school year there was a slight increase in the percentages of students at or above Level 3 on the NYS exam. A change by the State Education Department in the cutoffs that determined student achievement levels accounts for much of the decrease in 2009-2010. The school did not make AYP in ELA for any subgroups. School year 2010-2011 - Grade 6 (current 7th graders) 15% of tested students scored at Level 3 or higher; Grade 7 (current 8th graders) 8% of scored at Level 3 or higher; & for Grade 8 13% scored at Level 3 or higher.

Over the past four years, we've been successful in decreasing the percentages of students testing at Level 1 and increasing the percentage of students testing at Level 3, but the majority of our students were still approaching proficiency at Level 2 and there was virtually no movement of Level 3 students to Level 4. With the scoring changes, we now find the overwhelming majority of our students at Levels 1 & 2 (Grade 6- 85%; Grade 7- 92%; Grade 8 - 87%). The most urgent challenge for our school is to begin moving higher numbers of students from Level 1 to Level 2 and from Level 2 to Level 3 or above.

ELA teachers use results from Acuity test data and ITA assessments to group students for differentiated instruction and assess student progress throughout the year. This data is also used to select skills for re-teaching or to reinforce topics that data identifies as needing improvement. We are using Achieve 3000/Teenbiz3000 to support ELA instruction with informational text and guided comprehension activities. Kaplan Advantage and test preparation materials were purchased to provide additional instruction. The Workshop model is used as the format for preparing ELA lessons & the Madeline Hunter model is used to introduce new content.

There is a need to incorporate Literacy skills across all curriculum areas. It is also important that all teachers learn research based strategies that support the academic achievement of low performing middle school students. Also teachers need to deepen their use of information text during instruction on a regular basis.

There is a need for curriculum alignment across the ELA content area with the NYS Content and NYC Performance Standards and Common Core standards. Lower functioning students display a lower confidence in their reading skills. It is difficult to get students to write descriptively and with depth. Strategies are needed to help them develop these skills.

Teachers need professional development on how to modify lessons contained in their texts to meet their needs of struggling readers, the use of the workshop model for lesson execution, and effective strategies for creating data driven instruction.

Particular attention needs to be given to Special Education students to support their academic achievement while providing teachers with the proper

skills to teach students with IEPs.

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.

Teachers begin collaborative planning earlier in the school year. Regular assessment of student progress will inform curriculum planning and pacing. Our school will continue with a weekly common prep for departmental planning and a weekly common prep for each grade to foster more uniformity in lesson planning as well as integration of data driven ELA skills across content areas. An ELA AIS pullout program will continue to support lower functioning students in 7th and 8th grade that mirrors the Math AIS pullout program.

Analysis of individualized performance data (Acuity/ITA) will be used to inform ELA instruction. This data will be used in conjunction with IEP needs to address the knowledge and skill acquisition of Special Education students.

Collaborative curriculum mapping and lesson planning aligned with the standards will take place. Integration and emphasis on writing skills in ELA and across content areas will be implemented to help students progress from pre-writing strategies to fully developed work. Students need to be taught and given opportunities to practice a variety of writing genres.

Acquisition and execution of teaching strategies that help students increase proficiency with vocabulary, grammar, sentence structure, writing norms, and independent work will be the focus of professional development. Use of individual student data to determine which students are on the verge of moving from level 2 to 3 and providing appropriate interventions to support their academic progress.

Regular conferencing with students to help them understand their true proficiency levels throughout the year and to set progress goals based on their individual data will take place with all students.

- **Achieve 3000/Teenbiz 3000 program will be used to provide differentiated literacy through non-fiction literary text to increase comprehension, vocabulary and writing proficiency. Will be used a minimum of 2 times a week for 50 minute periods.**
- **ACUITY exams will be administered four times a year to track data, monitor progress and assign lessons to students. Additional time and instruction will be provided for our lowest performers.**
- **Kaplan Advantage, Kaplan Test Companion, & Focus on Reading will be used to support teaching and learning.**
- **The ELA department will be trained in Junior Great Books to support higher level thinking and academic rigor. Materials for Junior Great Books will be purchased and ongoing professional development will be provided.**
- **Teachers will create curriculum maps aligned with ELA Standards. Common planning time is incorporated into the**

schedule for teachers to meet by grade and content area. We will receive support from the Network via professional development.

- Student progress will be monitored by teachers using ARIS (Acuity, ITA's, and Predictives) results of progress to set up small groups
- Teachers will help students will create monthly goals in ELA based on performance data & will have meetings with students in 4 week cycles to discuss progress and benchmarks.
- We will continue to use Kaplan Teach Binders to support instruction through providing additional resources and strategies in specific content areas. We will provide afterschool for targeted students.
- Teachers will use Kaplan Strategies and Resources for differentiated lesson plans to support instruction.
- Acuity, ITA results, grades on periodic exams
- Principal and Assistant principal will conduct formal and informal observations weekly and give teachers feedback to improve practice
- Administrators will check for alignment between lesson plans and curriculum calendars weekly.
- Administrators will utilize checkpoints for goal setting and revisions monthly.
- Teachers use performance indicators from NYC Performance Standards as “checkpoints” to determine individual child’s mastery level every month
- Teachers and Administrators analyze student progress on a variety of assessments on a monthly basis

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.
 - a. **Communication – Parents/Guardians will receive continuous information regarding student performance and school activities via letters, monthly calendars, progress reports, report cards, school messenger announcements, goal progress sheets. Parents will also receive 6th, 7th, and/or 8th grade content area syllabi and curriculum maps. Opportunities will be provided 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;)**
 - b. **Professional development – Parents are encouraged to attend Parent Teacher Conferences. School will provide professional development to parents related to the curriculum being covered during the school year, ARIS, NYS testing in ELA, Math and Science, youth development and High School articulation.**
 - c. **Parent Coordinator will be the contact person for parents who need additional information (individual or in groups)**

The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA); 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.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Teachers meet weekly for by grade and content area for 100 minutes a week to plan. During these session teachers create unit plans, develop learning objectives, share best practices, research, create groups, analyze data, look at student work, make adjustments in lesson plans, set goals and discuss

student progress.

Lead teachers meet with non-tenured teachers to support lesson development, discuss progress, develop portfolios and provide warm/cool feedback. Teachers are observed informally and formally and are provided with immediate feedback to support ongoing professional progress.

Teachers are voluntarily video-taped as a form of professional development to support toward enhancing teaching practices.

Teachers set professional goals, identify professional development needs, and discuss with the principal, assistant principal and/or colleagues strengths and areas of improvement.

Instructional Curriculum Team meets weekly to discuss, review and revise needs of teaching staff, curriculum shifts and new initiatives. That information is then shared with teachers via group or individual planning meetings.

Service and program coordination

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

Students living in temporary housing are given metro cards, uniforms and school supplies to ensure their attendance and participation in school and other activities. School participates in Peace First program that supports students with conflict resolution, gang awareness and violence prevention to ensure their clear focus and success in school. The Peace First partners support our school in building a safe and effective climate where children can learn and be engaged as active citizens making them problem solvers.

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.

Tax Levy

Title 1 Funding

Title 1 Set Aside of Professional Development

Network sponsored Professional Development

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, our sixth, seventh, & eighth grade students achieving proficiency (Level 3 & 4) on the NYS Math Examination will increase by 10%

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.

In the Mathematics content area, there was also a significant decrease in the number of students performing at Level 3 or above due to the NYS Education department changes. The school did not make AYP in Math for any subgroups. On Grade 6 (current 7th graders) 20% of tested students scored at Level 3 or higher; Grade 7 (current 8th graders) 22% of scored at Level 3 or higher; & for Grade 8 22% scored at Level 3 or higher.

Over the past four years, we've been successful in decreasing the percentages of students testing at Level 1 and increasing the percentage of students

testing at Level 3, but the majority of our students were still approaching proficiency at Level 2. With the scoring changes, we now find the overwhelming majority of our students at Levels 1 & 2 (Grade 6- 80%; Grade 7- 78%; Grade 8- 78%).

Teachers are using Acuity data and ITA assessments to drive instruction and evaluate student progress. From the ongoing assessments, we have found that many students have difficulty with the concepts of fractions, multiplication, math vocabulary, number sense across all the grades. Seventh and eighth grade students eligible for AIS in Math are pulled out into a small group where content is delivered through instructional strategies that address their learning needs.

Budget cuts required the discontinuation of the Math Coach and Math Intervention Program that was addressing pedagogical support and the needs of low-performing students.

An assessment of all students at the beginning of the year is needed to determine which students should receive intervention and to assist with the grouping of students for differentiated instruction. Ongoing assessment is needed to have the most accurate data about student performance throughout the year.

The most urgent challenge for our school is to begin moving higher numbers of students from Level 1 to Level 2 and from Level 2 to Level 3 or above. Regarding mathematics, another area of concern that arises from this data is the fact that we did not make Adequate Yearly Progress in the Students with Disabilities and we made it last year using Safe Harbor.

An in depth analysis of special education student data by all faculty is needed and in turn the creation of pedagogical strategies to increase these students' achievement in mathematics.

Enrichment activities for Level 3 & 4 students must be continued to support high achieving students.

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.

Teachers continue to collaborate during their lesson planning. Teachers will analyze the content standards and state examinations for grades 6-8 in order to map the curriculum across the grades in order to provide a uniform content regardless of instructional strategy.

There is a need for curriculum alignment across the Math content area with the NYS Content and NYC Performance Standards. Lower functioning students display a lower confidence in their math skills. Strategies are needed to help them develop these skills.

There is more use of the Acuity assessment to determine student grouping and skill acquisition. After students take the Acuity exam assignments are generated for each student based on the skill areas that were identified for improvement. Teachers Test prep to begin earlier in school year for students who need reinforcement of skills content needed for success.

Teachers would have additional focus on the analysis, pedagogical strategies, and progress of special education students in mathematics. They would work collaboratively to incorporate these factors in the delivery of instruction.

- **ACUITY exams will be administered four times a year to track data, monitor progress and assign lessons to students. Additional time and instruction will be provided for our lowest performers.**
 - **Kaplan Advantage & Kaplan Test Companion will be used to support teaching and learning.**
 - **Teachers will create curriculum maps aligned with Math Standards. Common planning time is incorporated into the schedule for teachers to meet by grade and content area. We will receive support from the Network via professional development.**
 - **Student progress will be monitored by teachers using ARIS (Acuity, ITA's, and Predictives) results of progress to set up small groups**
 - **Teachers will help students will create monthly goals in Math based on performance data & will have meetings with students in 4 week cycles to discuss progress and benchmarks.**
- We will continue to use Kaplan Teach Binders to support instruction through providing additional resources and strategies in specific content areas. We will provide afterschool for targeted students.**
- **Acuity, ITA results, grades on periodic exams**
 - **Principal and Assistant principal will conduct formal and informal observations weekly and give teachers feedback to improve practice**
 - **Administrators will check for alignment between lesson plans and curriculum calendars weekly.**
 - **Administrators will utilize checkpoints for goal setting and revisions monthly.**
 - **Teachers use performance indicators from NYC Performance Standards as “checkpoints” to determine individual child’s mastery level every month**
 - **Teachers and Administrators analyze student progress on a variety of assessments on a monthly basis**

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.**
 - a. **Communication – Parents/Guardians will receive continuous information regarding student performance and school activities via letters, monthly calendars, progress reports, report cards, school messenger announcements, goal progress sheets. Parents will also receive 6th, 7th, and/or 8th grade content area syllabi and curriculum maps. Opportunities will be provided 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;)**
 - b. **Professional development – Parents are encouraged to attend Parent Teacher Conferences. School will provide professional development to parents related to the curriculum being covered during the school year, ARIS, NYS testing in ELA, Math and Science, youth development and High School articulation.**
 - c. **Parent Coordinator will be the contact person for parents who need additional information (individual or in groups)**
The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA); 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.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Regularly basis teacher team will meet to access the program and evaluate its effectiveness

Teachers meet weekly for by grade and content area for 100 minutes a week to plan. During these session teachers create unit plans, develop learning objectives, share best practices, research, create groups, analyze data, look at student work, make adjustments in lesson plans, set goals and discuss student progress.

Lead teachers meet with non-tenured teachers to support lesson development, discuss progress, develop portfolios and provide warm/cool feedback.

Teachers are observed informally and formally and are provided with immediate feedback to support ongoing professional progress.

Teachers are voluntarily video-taped as a form of professional development to support toward enhancing teaching practices.

Teachers set professional goals, identify professional development needs, and discuss with the principal, assistant principal and/or colleagues strengths and areas of improvement.

Instructional Curriculum Team meets weekly to discuss, review and revise needs of teaching staff, curriculum shifts and new initiatives. That information is then shared with teachers via group or individual planning meetings.

Service and program coordination

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

Students living in temporary housing are given metro cards, uniforms and school supplies to ensure their attendance and participation in school and other activities. School participates in Peace First program that supports students with conflict resolution, gang awareness and violence prevention to ensure their clear focus and success in school. The Peace First partners support our school in building a safe and effective climate where children can learn and be engaged as active citizens making them problem solvers.

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.

Tax Levy**Title 1****Title 1 Set Aside for Professional Development****Network sponsored Professional Development**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, IEP students in all grades will gain one year of progress in ELA, Math and Science as demonstrated on the New York State examinations.

Comprehensive needs assessment

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

Currently we have two self-contained 12:1:1 classes (6th/7th – 7th/8th) & two CTT classes on 6th & 7th grades. Learning Disabled (LD), Emotionally Disabled (ED), and Speech & Language students are in both classes. Thirty-one students receive pull out services from a SETSS teacher.

The 2009-10 ELA and Math performance data for the special education subgroup indicate areas for improvement. Looking at the disaggregated data for this group, Adequate Yearly Progress was not met in ELA or Math. Although we had been seeing increases in the academic performance of our special education students, the revised scoring of NYSED negatively impacted the number of students meeting proficiency this year.

Teachers have a common planning period and use a variety of strategies for teaching reading including the Wilson program and Kaplan Advantage. Retention of information is a challenge for many students and teachers reinforce isolated skills in the morning for a few days after the initial lesson. Graphic organizers are used to plan writing; interactive academic games, contests, hands-on activities, pronunciation exercises of multisyllabic words, pre & post tests are some tools used to assess progress and modify instruction for students.

Multiple grouping combinations (age, special education classification, grades) make it very challenging to differentiate instruction. In addition to teaching two different curriculums, students also have major variations in the modification needed for their instruction. For students with an ED classification, there is a need for effective behavior modification strategies. These behavioral issues cut into academic time on task for all students.

Academically, we have a high number of students functioning at very low level in reading and writing. This fact has fostered reticence from students to perform academically. Many students have difficulty with writing full paragraphs and practicing the form of writing essays. We have found that students have been more engaged in ELA activities when they include acting out scenes from books and kinesthetic learning methods.

Very few students hand in homework and it is a challenge for teachers to find solutions to this problem. Another challenge for the school is to help special education students retain information over the summer. Speech & Language related services are provided by a teacher housed in P.S. 335. The teacher has been required to fulfill other duties by their principal and this has kept her from consistently servicing eligible students in M.S. 584. These additional responsibilities make it very difficult to meet the demands of both roles and as a result students aren't receiving consistent services particularly during testing season.

Parent involvement is very important but very low for our special education students. It is a challenge to get parents to engage in the specialized support their child may need because of a learning or emotional disability. Letters are sent to each parent to tell them how they can support their child. Students have shown higher levels of motivation when a parent or relative comes to cheer them on at an activity.

Increasing the student performance level of Special Education students in ELA, Math, and Science is a top priority. Over the past three years we had

realized significant gains in this subgroup across the curriculum. However, the changes in scoring by the state had our percentage of students at Level 2 or above drop by as much as 72%.

Teachers need to acquire supplemental strategies that incorporate the content and performance standards to increase reading, writing, and mathematics proficiency.

There is a need for general education teachers to receive professional development to acquire the skills, training, and knowledge to serve special education students effectively. In addition, general education teachers may need support in reviewing and incorporating IEP mandates in their instruction.

There is a need for additional support staff to increase the amount one on one student time with teachers. It is preferably that any new hires have a Special Education license and be trained in Wilson.

There is a need for additional modes of parent outreach in order to solicit more support & provide them with information pertinent to their child's educational progress.

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.

Assessments and evaluations will be reviewed to make sure that the data is current. Teachers will identify and provide intensive intervention for students scoring Level 2 and below on the ELA and mathematics examinations. They will also receive professional development to apply various methods to the teaching of writing. We proposed to provide professional development sessions to be provided for general education teachers about special education instructional and behavior strategies. Teachers would receive more professional development on using the program for assessment, diagnostic information, and creating problem sets based on student results.

- Use Achieve 3000/Teenbiz 3000 for differentiated literacy instruction.
- Continued use of the Wilson program to support students with Literacy skills
- Increased use of performance data to differentiate content of instruction
- Teachers (general ed & special ed) will be familiar with the IEPs of all the Special Education students they instruct. Incorporation of IEP directives will be used to differentiate instruction for students
- Student progress will be monitored by teachers using ARIS (Acuity, ITA's, and Predictives) results of progress to set up small groups
- Teachers will help students will create monthly goals in ELA based on performance data & will have meetings with students in 4 week cycles to discuss progress and benchmarks.
- We will continue to use Kaplan Teach Binders to support instruction through providing additional resources and strategies in specific content areas.
- Additional support will be given to students identified at Levels 1&2 in our afterschool program

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.
 - a. **Communication – Parents/Guardians will receive continuous information regarding student performance and school activities via letters, monthly calendars, progress reports, report cards, school messenger announcements, goal progress sheets. Parents will also receive 6th, 7th, and/or 8th grade content area syllabi and curriculum maps. Opportunities will be provided 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;)**
 - b. **Professional development – Parents are encouraged to attend Parent Teacher Conferences. School will provide professional development to parents related to the curriculum being covered during the school year, ARIS, NYS testing in ELA, Math and Science, youth development and High School articulation.**
 - c. **Parent Coordinator will be the contact person for parents who need additional information (individual or in groups)**

The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA); 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.

Both guidance counselors will meet with Special Education parents to speak with them about their child's IEP and clarify any questions they may have. They will also provide information about available services and resources to support their involvement in their children's educational progress.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Special Education teachers meet weekly for 50 minutes to discuss IEP, annual and tri-annual meeting updates, student progress, data and best practices

Teachers meet weekly for by grade and content area for 100 minutes a week to plan. During these session teachers create unit plans, develop learning objectives, share best practices, research, create groups, analyze data, look at student work, make adjustments in lesson plans, set goals and discuss student progress.

Lead teachers meet with non-tenured teachers to support lesson development, discuss progress, develop portfolios and provide warm/cool feedback.

Teachers are observed informally and formally and are provided with immediate feedback to support ongoing professional progress.

Teachers are voluntarily video-taped as a form of professional development to support toward enhancing teaching practices.

Teachers set professional goals, identify professional development needs, and discuss with the principal, assistant principal and/or colleagues strengths and areas of improvement.

Instructional Curriculum Team meets weekly to discuss, review and revise needs of teaching staff, curriculum shifts and new initiatives. That information is then shared with teachers via group or individual planning meetings.

Service and program coordination

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

Students living in temporary housing are given metro cards, uniforms and school supplies to ensure their attendance and participation in school and other activities. School participates in Peace First program that supports students with conflict resolution, gang awareness and violence prevention to ensure their clear focus and success in school. The Peace First partners support our school in building a safe and effective climate where children can learn and be engaged as active citizens making them problem solvers.

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.

Tax Levy

IDEA

Title 1

Title 1 Set Aside for Professional Development

Tax Levy Transfer Incentive Fund

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2012, school wide attendance will average at 90% or above as evidenced by weekly attendance logs and ATS reports

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.

We analyzed the attendance of the previous years that has been below 90%. This data was gathered from the ATS PAR report as follows:

During the 2008-2009 year attendance was 90.8 In 2009-2010 attendance was 89.1 In 2010-2011 attendance was 88.1

It has been evidenced that negative attendance has an adverse effect on student outcomes (pass rate) and performance levels on NYS examinations.

Involving parents motivating their children to arrive to school and on time often presents an issue due to travel hardship, distribution of half fare metro cards to students who should receive full fare and/or concerns with being responsible for taking younger siblings to school

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **MS 584 is currently participating in the Mayor's Interagency Attendance Initiative. Its focus is on truancy, chronic absenteeism and at-risk youth. We have partnerships with agencies in the community to support our attendance outreach.**
- **We hold weekly Student Success Meetings and quarterly Parent Summit Meetings. We have created an attendance plan. We meet with targeted students weekly to check on their progress and address their needs/concerns and receive a weekly student dashboard with important information on targeted students.**
- **We will celebrate students during assembly and acknowledge them in the parent and student newsletters. A bulletin board is dedicated to celebrate attendance.**
- **Attendance Teacher , Parent Coordinator and Student Success Team will conduct outreach to families of students identified with less than 90% attendance in a month**
- **Provided through the Mayor's Attendance Initiative we have been provided with 3 mentors to work with students who are chronically absent. We also have 3 social work interns who report once a week to work with our students.**

Throughout the 2011-2012 school year there will be on-going monitoring of the attendance program.

Weekly Student Success/Attendance meetings will be held with attendance team. Attendance reports will be run regularly/daily. The R4RR will be run weekly to monitor 407 status. The RCUA will be run weekly to monitor students'

attendance. The RRSA will be run and given to teachers on a monthly basis so that teachers as well as the attendance office will be aware of students' attendance percentages. Parents will receive letters advises them of the students absences and lateness throughout the school year. The Attendance team and Attendance Committee will meet to monitor and develop attendance strategies. The Attendance Coordinator will monitor the outreach and, when necessary, make changes to improve outreach. The attendance percentages will be used to determine whether the attendance program needs adjusting. Drops in the attendance percentages will be addressed immediately and strategies will be implemented to improve the percentages. Work with the Mayor's Interagency Chronic Absenteeism, Truancy, At-Risk Program.

Scan sheets are delivered in the morning to homeroom teachers by 8:00 am. Teachers complete scan sheets by 9:00 am. Scan sheets are picked up by school aide (attendance team member). Students that report to school after 8:15 am are to go the main office and sign the late sheet and receive a late pass. The student is to take the late pass to their homeroom teacher. The school aide scans the attendance sheets. The attendance teacher cross checks attendance during lunch periods.

Late students must sign in at the Late Desk, which is located in the main office. Teachers indicate the students' lateness's on their working class list as well as the scan sheet and/or the change of attendance form. The pupil accounting secretary uses the change of attendance forms to correct attendance.

Parents of students who exhibit lateness patterns are notified and meetings are set up with any and/or all members of the attendance team. The classroom teachers take attendance. Students with poor attendance patterns are identified and outreach is made to the home. Students are reminded of the importance of good attendance. Students who exhibit repeat cutting behavior are referred to the Pupil Personnel Team, which discusses and creates plans for intervention. Students who have repeated lateness and/or cut classes also receive detention.

Strategies to increase parental involvement

- a. 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.

- **Communication – Parents/Guardians will receive continuous information regarding student performance and school activities via letters, monthly calendars, progress reports, report cards, school messenger announcements, goal progress sheets. Parents will also receive 6th, 7th, and/or 8th grade content area syllabi and curriculum maps. Opportunities will be provided 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;)**
- **Professional development – Parents are encouraged to attend Parent Teacher Conferences. School will provide professional development to parents related to the curriculum being covered during the school year, ARIS, NYS testing in ELA, Math and Science, youth development and High School articulation.**
- **Parent Coordinator will be the contact person for parents who need additional information (individual or in groups)**
- **The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA); 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.**
- **Parents are advised to provide written documentation of students' absences. Students give the notes to their classroom teachers. Classroom**
- **teachers give the notes to the attendance school aide who enters the appropriate absent codes in the ATS system. Copies of the medical**
- **Notes are given to the school nurse. The notes are filed in a designated folder in the file cabinet in the attendance office.**
- **Parents of students who exhibit lateness patterns are notified and meetings are set up with any and/or all members of the attendance team.**

Strategies for attracting Highly Qualified Teachers (HQT)

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

Teachers are trained on how to capture daily attendance. Teachers are provided with a memo regarding the attendance procedure memorandum. An action plan for attendance is shared with staff on process for increasing our attendance. Teachers are responsible to P.R.E.S.S. system incentive log that promotes positive attendance through incentives.

Service and program coordination

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

Students living in temporary housing are given metro cards, uniforms and school supplies to ensure their attendance and participation in school and other activities. School participates in Peace First program that supports students with conflict resolution, gang awareness and violence prevention to ensure their clear focus and success in school. The Peace First partners support our school in building a safe and effective climate where children can learn and be engaged as active citizens making them problem solvers.

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 1 5% Highly Qualified
Tax Levy Transfer Incentive Fund
AIDP Every Student Every Day**

ANNUAL GOAL #5 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 #5

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

By June 2012, we will increase parent participation by 5% in school engagement offerings as evidenced by attendance sheets from meetings & workshops

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.

At the beginning of the school year a Meet & Greet was arranged for parents to meet staff members. A monthly calendar is sent to parents to inform them about school programs, PTA & SLT meetings, and special events. Parents are also able to communicate with the school and stay abreast of events/activities using our MS 584.org website.

We use School Messenger, an automated telephone service, to contact parents about absences and school events. The program also provided real-time hard data about parent outreach and allowed us to track communication.

We have also held curriculum workshops, two in ELA, one in Math, and one in Science to provide guidance for parents to help their children with assignments, projects and presentations. A Math Regents workshop was held for parents of eligible students to gain information about the exam and preparation strategies. Urban Advantage provides trips to science museums for families to support student exit projects and science lessons.

An awards ceremony was combined with a Parents Association meeting and the PA president spoke to parents about the kinds of information available to help them, clarified the role and purpose of the PA, signed up parents, and collected emails for a contact list.

We have made a number of services available for parent education but there is (ex. Brooklyn Public Library program for parent ESL classes, Learning Leaders, and an on-site GED program that is free if 20 or more parents participate).

While there have been a number of activities offered to parents it has been difficult to get high participation levels. We need to come up with some innovative and effective strategies to increase parent participation in offerings and activities.

- How do we promote parent involvement when parents work “24 hours” vs. “9 to 5”?
- How do we use technology to have parents involved that aren’t physically in the building?
- What incentives can be implemented to encourage parent participation in the school?

There is a need for more parent-child activities to increase parent involvement. We are also seeking to increase parent participation in open school afternoon and evening.

There is a need to help parents get and use resources that will help them be more involved with their children’s academic progress.

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.

A Parent-Teacher Meet & Greet will be held at the beginning of the year to foster positive relationships in our community. A Parent Survey will be distributed at the beginning of the year in order to ascertain what workshop offerings they would like, interests they have, and capacities in which they could help the school. It is also important find out what they see as obstacles and concerns about being involved in school activities, the kinds of activities they like to see/participate in, and their talents.

We will continue to dovetail awards ceremonies and performances with the parent meetings to increase parent participation (ex. Parent Talent Show, Parent and Child Day).

Parent orientations and grade level interim parent meetings will be held to keep parents informed about activities, expectations for children, and actions they can take to support the school. We must also look at addressing the needs of non-English speaking parents so they can be more involved in their children academic and social progress. We will continue to offer curriculum workshops and resources for parent education.

- **We will schedule workshops, meetings, and training sessions for parents (i.e. Learning Leaders, GED program). Parent coordinator will do further outreach and conduct workshops based on topics suggested by parents.**
- **Parent Coordinator will focus on developing parent ability to provide academic support to their children, share information about community resources, and foster good attendance habits with students.**
- **We will create a parent room for meetings and resources. Parents will be invited to student activities/performances/celebrations to encourage student achievement**
- **We conduct monthly PTA meeting in conjunction with student performances and focused workshops (theme based meetings). We will meet with parent district representative for additional support in increasing parent involvement.**
- **School messenger system will be used as an additional means of communication with parents. Parents will receive monthly notifications/updates through the newsletter and calendar.**
- **Orientation to MS 584.org for parents will be conducted in the beginning of the year and parents are encouraged to use it as a way to communicate with the school community.**

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.**
- **Communication – Parents/Guardians will receive continuous information regarding student performance and school activities via letters, monthly calendars, progress reports, report cards, school messenger announcements, goal progress sheets. Parents will also receive 6th, 7th, and/or 8th grade content area syllabi and curriculum maps. Opportunities will be provided 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;)

- **Monthly Parent Teacher Association meetings to discuss the importance of reporting to school on a daily basis**
- **Meet with parents of students who are chronically absent and late. Conduct home visits, phone calls, letters and iLog information on students who are chronically late or absent.**
- **Professional development – Parents are encouraged to attend Parent Teacher Conferences. School will provide professional development to parents related to the curriculum being covered during the school year, ARIS, NYS testing in ELA, Math and Science, youth development and High School articulation.**
- **Parent Coordinator will be the contact person for parents who need additional information (individual or in groups)**
The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA); 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.

Strategies for attracting Highly Qualified Teachers (HQT)

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

N/A

Service and program coordination

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

Students living in temporary housing are given metro cards, uniforms and school supplies to ensure their attendance and participation in school and other activities. School participates in Peace First program that supports students with conflict resolution, gang awareness and violence prevention to ensure their clear focus and success in school. The Peace First partners support our school in building a safe and effective climate where children can learn and be engaged as active citizens making them problem solvers.

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 Set Aside for Parent Involvement

Parent Coordinator

District & Network Parent Liaison

AIDP Every Student Every Day

ARRA RTTT Citywide INST EXP

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	39	28	0	0	8	0	0	1
7	46	46	0	0	11	0	0	1
8	58	49	0	0	11	0	0	0
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	Students are placed in small groups to focus on reading and writing skills and strategies. These services are provided during the school day and afterschool. The programs being used are: Achieve 3000/Teenbiz 3000, Kaplan Advantage, Kaplan Keys, Kaplan Focus on Reading, Kaplan Test Companion and ACUITY. There is a specific focus on skills that have not been mastered.
Mathematics	Students are placed in small groups to focus on math concepts, skills and strategies. These services are provided during the school day and afterschool. The programs being used are: Kaplan Advantage, Kaplan Keys, Kaplan Test Companion and ACUITY. There is a specific focus on skills that have not been mastered.
Science	Science teachers identify students that have low performance in science and provide additional tutoring. Urban Advantage provides extra support for 8 th grade students in the creation of their exit projects.
Social Studies	Social Studies teachers provide one to one tutorial and small group support for exit projects during after school.
At-risk Services provided by the Guidance Counselor	Guidance counselor meets with students individually and in groups to address specific concerns with students. These sessions take place one to three times a week during the school day.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	

At-risk Health-related Services	
--	--

**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

Title I Parent Involvement Policy and Parent-School Compact for Middle School 584¹

Section I: Title I Parent Involvement Policy

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 Middle School 584, *[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. Middle School 584'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 Advisory Council, as trained volunteers and welcomed members of our school community. Middle School 584 will support parents and families of Title I students by:

- 1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);**
- 2. 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;**

¹ THIS TEMPLATE WAS DESIGNED BY THE OFFICE OF SCHOOL IMPROVEMENT IN COLLABORATION WITH THE NEW YORK STATE EDUCATION DEPARTMENT, OFFICE OF SCHOOL IMPROVEMENT AND COMMUNITY SERVICES (NYC) AND THE OFFICE FOR FAMILY ENGAGEMENT AND ADVOCACY. THIS TEMPLATE IS ALIGNED TO FULLY COMPLY WITH THE PARENT INVOLVEMENT REQUIREMENTS AS OUTLINED IN TITLE I, PART A, SECTION 1118 OF THE NO CHILD LEFT BEHIND (NCLB) ACT.

- 3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**
- 4. Providing assistance to parents in understanding City, State and Federal standards and assessments;**
- 5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand**
- 6. 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;**

Middle School 584'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 Middle School 584 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, Middle School 584 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;**
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;**
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;**

- **support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;**
- **Maintain a Parent Coordinator (or a ²dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);**
- **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 Title I Parent Annual 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; and**

² PLEASE NOTE THAT ONLY NEW YORK CITY PUBLIC SCHOOLS THAT HAVE ATTAINED A STUDENT POPULATION OF TWO-HUNDRED (200) OR MORE WILL RECEIVE FUNDING TO HIRE A PARENT COORDINATOR.

- **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.**

Middle School 584 will further encourage school-level parental involvement by:

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

Section II: School-Parent Compact

Middle School 584, [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. Middle School 584 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement

and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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 State Standards;
- offering high quality instruction in all content areas; and
- 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 a Title I Parent Annual 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, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- 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:

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

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;

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; and
- always try my best to learn

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

Comment [a]:

School DBN: 16K584 School Name: Middle School 584

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.

Middle School 584 is identified as an Improvement School (Year 1) because the school did not make AYP in ELA and Math for the following subgroup: all Students with Disabilities in grades 6 to 8. According to the 2010-2011 SQR, the school needs to increase the number of formal and informal classroom observations to support the quality and effectiveness of teaching and enhance teachers' skills and practices to foster students' understanding learning and achievement. The school needs to standardize the use of curriculum maps to inform instruction in all classrooms including those servicing students' with special needs while establishing guidelines to sustain rigorous practices in all classroom instruction and activities. The school needs to ensure with the support of teacher teams and inquiry team that students' data are regularly analyzed including periodic, formative, summative assessment to inform and differentiate instruction in all classrooms mainly our students with disabilities classrooms.

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.

Our Instructional strategies will focus on the development of critical thinking skills as these skills will help students successfully complete compare and contrast activities, learn and understand questioning strategies in all content areas specifically in ELA and Math, deepen their thinking, and improve their grammar/writing mechanics. The inquiry team has identified the above as an area of needs; these funds can further help the school expand this support to more students specially our students with disabilities.

We will provide a professional development component to train and assist teachers in developing the skills necessary to support the implementation of the program as well as to look at students' data to inform instruction and differentiated lesson planning and activities aligned to students' needs. The program has an intervention component conducted by teachers, and an online component where students practice their skills and receive feedback on their activities (ELA and Math).The structure of the program will incorporate students being assessed every 3 weeks to measure progress or to make adjustment to maintain the effectiveness of the program. We will use Acuity (assigned assessments), Kaplan Advantage and Kaplan Focus on Writing to measure effectiveness and students' progress.

Teachers will receive on site coaching/professional development from Kaplan consultants. The *Kaplan on site coaching program will have a professional component to train and assist teachers in its implementation. The program has an intervention component conducted by these teachers, assisted by an online component where students practice their skills and receive feedback on their activities (ELA and Math).The structure of the program will incorporate students being assessed every 3 weeks to measure progress or to make adjustment to maintain the effectiveness of the program. We will use Acuity (assigned assessments), Kaplan Advantage and Kaplan Focus on Writing to measure effectiveness and students' progress.

Additionally students will participate in Weekday After-school and Saturday programs. M.S. 584 will implement an 8 week intensive intervention Saturday program to support the improvement of skills in Literacy and Math for all students in grades 6-8. Teachers will provide small group and individualized instruction in both above mentioned areas. Our programs will commence in February and be completed by May.

Teachers will meet after school to analyze student data, create instructional plans and assess the effectiveness of the program. Teachers will collectively decide where adjustments need to be made to ensure effectiveness.

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.

M.S. 584's 10 percent funds are used as follows:

- The assistant principal salary is partially paid through the 10 percent Title 1 funds. The assistant principal assists in highly qualified hiring staff. He develops, coordinates and provides professional development targeted to the needs of teachers in the areas of Special Education, Math and ELA and teachers working with "at-risk" students. He oversees, after school intervention programs and works with teacher teams to analyze students' data in order to students' achievement.
- The assistant principal determines teachers' professional needs in Special Education, Math and ELA and reach out the Network to find additional resources that would further support teachers.
- The assistant principal also coordinates and provides professional development to parents, mainly Title 1 parents and in order to provide them with the tools and strategies they need to provide additional support to their children and to extend and reinforce the work that is being done in the school.

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

M.S. 584 has two teachers who require mentoring. The teachers are provided with one-on-one and team mentoring. The teachers work closely with the grade lead teacher, teacher teams, assistant principal, and principal to review practices. As the aforementioned leaders and experienced staff members provide on-site professional development and support in the areas of lesson planning, differentiating instruction, classroom management and in integrating common core learning standards in their instructional activities. In addition, professional development sessions and additional support are also provided by the Networks Achievement team.

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.

M.S. 584 will notify parents about its school improvement status by backpacking the Parent Notification letter provided by the Department of Education (translated where necessary). Parents will further be notified during the monthly Parent Teacher Association meeting. Letters will be translated as necessary into all languages represented in our school community to ensure all parents receive the **information**. Parent notification letters will be backpacked home with students no later than January 31.

*Kaplan On Site Coaching builds educator capacity by supporting teachers and administrators in implementing research based instructional approaches. Kaplan coaches assist educators in delivering standards-aligned curriculum and in differentiating instruction for students who need additional support.

Educators participate in collaborative learning processes that incorporate practical instructional tools through the Kaplan coaching method. These processes and tools help improve classroom instruction and, in turn, help impact student achievement. The ultimate goal of coaching is to ensure that students meet grade-level standards and apply their knowledge successfully on standardized tests.

Comment [a]:

During coaching sessions, teachers:

- Reflect about their own practices so they can improve classroom instruction and better support student learning.
- Analyze standards-aligned curriculum and differentiate instruction to support students who need additional help.
- Build capacity and carry the skills they learn by using practical approaches and research-based tools in the classroom.
- Become equipped with a repertoire of instructional strategies, lessons, and intervention approaches to help them make sound instructional decisions.

A one-day coaching day can include:

- Activities such as classroom visits, co-teaching, and/or modeling
- Pre-, during-, or post- lesson delivery and reflection
- Analysis of reports to reflect upon results and make data-driven decisions to improve student performance
- Discussions about online and blended learning with associated implementation tips
- One-on-one meetings to share resources, to discuss instructional strategies, to collaborate on lesson planning, and to reflect on teaching
- Small group sessions to review best instructional practices with associated resources
- Administrator or lead teacher consultations to analyze needs, make recommendations for the coaching focus, and set milestones and goals

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Renardo Wright	District 16	Borough Brooklyn	School Number 584
School Name Granville T.Woods			

B. Language Allocation Policy Team Composition

Principal Mrs.Gilleyan J. Hargrove	Assistant Principal Mr.Rue Mann
Coach type here	Coach type here
ESL Teacher Ms.D Weekes	Guidance Counselor Ms. Ariane Barnett
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ms.Wanda James
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	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	267	Total Number of ELLs	7	ELLs as share of total student population (%)	2.62%
------------------------------------	------------	----------------------	----------	---	--------------

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. 

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for ELL services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a parent information DVD where program placement options are presented with clarity and objectivity. This parent orientation DVD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. M.S.584 is proud to offer Freestanding ESL to conform to the parental choice selections.

To encourage continuing community involvement, all parents including ELL parents are very involved in the life of our school. During the school year, M.S.584 will provide meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. Other parents are involved in our Saturday Academy and related programs. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home.

M.S.584 implements a Freestanding English as a Second Language (ESL) Program. This choice of program had been the trend for the last five years. The language instruction is aligned to ESL/ELA standards. Presently, NLA is not a part of our program because we do not have a Bi-Lingual program. In the future, if the trend moves toward a Bi-Lingual selection of program, we will expand our program. The primary goal of the program is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in the program.
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained 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	7	Newcomers (ELLs receiving service 0-3 years)		Special Education
SIFE	0	ELLs receiving service 4-6 years		Long-Term (completed 6 years)

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

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

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 L	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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	2	1					4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						1
Haitian								1						1
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	2	4	1	0	0	0	0	7

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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?

IV. Current English Language Learners Instructional Programs

M.S.584 implements a Freestanding English as a Second Language (ESL) Program. This choice of program had been the trend for the last five years. The language instruction is aligned to ESL/ELA standards. Presently, NLA is not a part of our program because we do not have a Bi-Lingual program. In the future, if the trend moves toward a Bi-Lingual selection of program, we will expand our program. The primary goal of the program is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in the program.
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas.

English Program

Freestanding English as a Second Language Program

In the Freestanding ESL component we have 7 students. They range from Beginner to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In assistance in their classroom. All teachers in the ESL program are fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class and informal assessments.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

VI. Plan for Newcomers

In this school we have one newcomer. When a new student is registered in our school, we provide the following resources to facilitate the transition.

A. Programming and Scheduling Information

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student and their parent to participate in all of our Supplementary Programs and After School activities.
- An informal assessment is provided to identify appropriate Academic Intervention Services.
- Home school communication.

VII. Plan for SIFE

In this school we have no SIFE students. The SIFE population is little this year SY 08-09 and there is an urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services. We will provide the following resources to facilitate the student.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

VIII. Plan for Long Term ELLs

In our school we have three long term ELLs. Our action plan for the student/s involves:

- An after school program, targeting reading and writing four days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in all supplementary programs to enrich their language and academic skills

IX. Plan for Special Needs Students

We have one special needs student. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services during school.

The ESL teacher uses the Instructional Educational Plan as an important tool to plan and provide access to academic content areas and accelerate English language development. Each IEP is carefully reviewed and analyzed for effective planning. In addition, the ESL teacher speaks and collaborates with the classroom teacher to ensure that instructional strategies and grade-level materials are used.

Courses Taught in Languages Other than English ⓘ

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

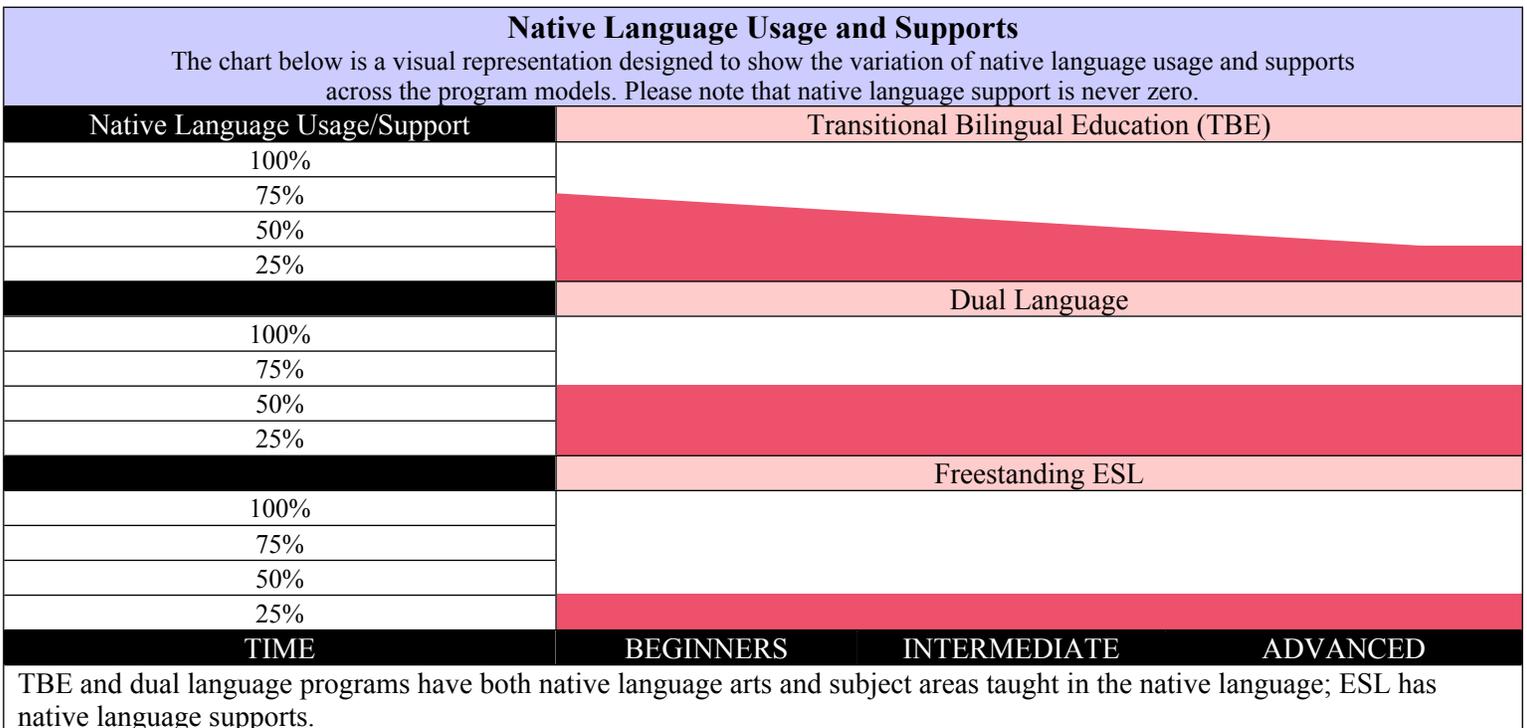
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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 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?

To ensure that we are meeting the needs of our ELLs and provide opportunities for them to achieve at high level areas as well as language development to inform instruction. ELLs will be included in standardized assessments under optimal testing conditions. In State assessments they will be given the testing accommodations allowed by State regulations.

Students are mixed by proficiency levels as well as by grades. Students are allowed by the staff to leave their classes and go to the ESL classroom, according to their scheduled time in order to receive their mandated minutes. In ESL, the content area subjects are delivered by the use of content area vocabulary and scaffolding techniques. The ESL provider frequently articulates with the teachers and plans lessons that support difficult vocabulary and concepts. The provider also shares these strategies with the content area teachers for them to use. These methodologies and techniques help the ELL student develop their Basic Interpersonal Cognitive Skills (BICS) in the beginning and their Cognitive Academic Language Skills (CALPS) later on, to meet the language needs of the English Language Learners. Students are allowed to use their native language with the teacher and/or peers to express understanding or as for clarification. Books in the different native languages are available to support instruction as well as for students to take home.

For future SIFE students we plan to work with these students in small groups during extended day and have Native language resources available to strengthen their literacy skills. In addition, we will use our technology for the purpose of listening activities etc. For Newcomer ELLs, we plan to use scaffolding methodology such as modeling and bridging, books on tape, a buddy system in class to strengthen their speaking skills, and literacy skills. For ELLs receiving 4-6 years of service, we plan to group them by different grades and levels, use various genres and age appropriate texts for their interests, practice more writing activities and assignments for them, in order to keep them engaged and strengthen their literacy skills. We will also provide more time for listening and speaking activities that motivate them to participate and strengthen their confidence to communicate. For Long Term ELLs we will also provide more opportunity for them to engage in reading and writing activities that strengthen their literacy skills. For Special Need ELLs we will provide Academic Intervention Services during the day, use technology and our Extended Day Tutoring in addition to using ESL methodology to strengthen their skills in each modality.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional development is provided by school staff, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
 - o the literacy needs of our ELL population within the prescription of the Teacher's College model.
 - o Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives, realia and experiments.
 - o
- Support Personnel: Workshops taken by teachers on our ESL staff have included:
 - o Native Language Literacy Development
 - o Differentiation in the ESL classroom
 - o ESL in the Mathematics classroom
 - o QTEL-Quality Teaching for English Language Learners
- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers
 - o Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended together over the last two years.
 - o Scaffolding in the content areas
 - o Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible. Our ESL teacher provides each teacher with research based articles and the best practices for ELLs from AFT and NYSUT periodicals. She also uses Colorin Colorado as a resource to provide reading and writing strategies and much more for ELLs.

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?

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- Saturday Academy: Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, and ESL. Additionally, activity clubs in art, are offered. Attendance rates are at over 90% for this outreach program.
- After School Program: Monday through Thursday we offer our students an academic tutorial support for instruction.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents in the ESL program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.
- Urban Advantage: This hands on science program includes students and their parents to explore and learn about the science fields simultaneously.
- Monthly Chat and Chew: Teachers, parents and students have a monthly theme based meeting where they socialize, eat and enjoy a feast.

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)							1		1					2
Advanced (A)									3					3
Total	0	0	0	0	0	0	2	1	4	0	0	0	0	7

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	1								1
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									0
8	1								1
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)									

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
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 NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are new comers and special needs students. During 2010-11, our seventh grade population was the largest ones.

After reviewing the NYSESLAT data, the patterns revealed were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is the case in the beginner and intermediate level ELLs.
- After looking at the NYSESLAT scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advance level.

The NYSESLAT information will assist instructional decisions, because it provides the ESL provider with the breakdown of each modality and each student's strength and challenging area. Therefore the ESL provider is able to create effective lessons that target these challenging areas.

Periodic Assessments inform the school that ELLs still need more support in the acquisition of English for their literacy skills to be as high as some native English speakers.

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.

Paste additional information here

Part VI: LAP Assurances

School Name: Granville T. Woods

School DBN:

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 03M584 **School Name:** Granville T.Woods

Cluster: 402 **Network:** 3

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.

1. Home Language Surveys, Parent Surveys and Parent Attendance Records reveal that approximately 65% of the student population's primary home language is Spanish thus establishing a need for translation of curriculum and parent information packages. The ESL Teacher, the bilingual administrator, and several teachers share the responsibility for written translations and oral translations at meetings and for assistance in the office with parent matters. As a school policy all parent communication is done in a timely manner.

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.

2. All parent communication and information are translated and disseminated in English and Spanish through the communication systems already in place, which include the parent coordinator's weekly and monthly newsletter, parent association newsletters, the school leadership team's communications, the school's NYCDOE website and the principal's letters and memorandums to the parent community. This involves the use of additional paper for copying as well as additional time for staff involved to translate all material.

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.

All parent communication and information are translated and disseminated in English and Spanish through the communication systems already in place, which include the parent coordinator's weekly and monthly newsletter, parent association newsletters, the school leadership team's communications, The School's NYCDOE Website, and the principal's letters and memorandums to the parent community. This involves the use of additional paper for copying as well as additional time for staff involved to translate all material. M.S. 584 will actively seek out any pedagogy to transcribe any written documents in languages that represent those of our students' first language such as Spanish and Haitian Creole. We will inform parents of those service providers through letters and home phone calls. We will use our staff and parent volunteers at the beginning of the school year 2011-2012.

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.

2. All parent communication and information are translated and disseminated in English and Spanish through the communication systems already in place, which include the parent coordinator's weekly and monthly newsletter, parent association newsletters, the school leadership team's communications, The School's NYCDOE Website, and the principal's letters and memorandums to the parent community. This involves the use of additional paper for copying as well as additional time for staff involved to translate all material. M.S. 584 will actively seek out any pedagogy to interpret in languages that represent those of our students' first language such as Spanish and Haitian Creole. We will inform parents of those service providers through letters and home phone calls. We will use our staff and parent volunteers at the beginning of the school year 2011-2012.

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>.

Oral Language interpretations will be provided by staff members and parent coordinator for the Spanish speaking population. Parent Volunteers will interpret the Creole speaking population.

In fulfillment of the Chancellor's Regulations A-663, the school upon a student's enrollment determines the student's primary language using a Home Language Survey and/or interview. Records of the primary language for each parent are kept in ATS and on student emergency cards. All parents are provided with translation and interpretation services for all parent communication on child's education , school instructional programs and services, performance standards, procedures, health, legal and or disciplinary matters, program entitlement , trips and consent forms and safety.

We will send home translated written letters in every represented home language informing parents that our school will be providing them with translation and interpretation services which they will be able to use to effectively communicate their needs and concerns to us. In addition, we will be able to keep them informed about their child as well as our school events and activities.