



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: __QUEENS COLLEGE SCHOOL OF MATH, SCIENCE, AND TECHNOLOGY

DBN (DISTRICT/ BOROUGH/ NUMBER) __25Q499__

PRINCIPAL: _____HELENE JACOB_____ EMAIL: HJACOB2@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: __MS. DANIELLE DIMANGO__

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
Helene Jacob	*Principal or Designee	Signatures on file
Diane Jellema	*UFT Chapter Leader or Designee	
Nicholas Stebben	*PA/PTA President or Designated Co-President	
Nancy Carbone	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Theodore Kesler	CBO Representative, if applicable	
Wayne De La Roche	Member/Parent	
Essa Leung	Member/Parent	
Lorraine Kuo	Member/Parent	
Carrie Flores-Ong	Member/Parent	
Jennifer Nigro	Member/Teacher	
Brian Nolan	Member/Teacher	
	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.

Literacy-Based Academic Expectations:

Our goal is to build higher student engagement, academic rigor, and achievement in all subject areas in alignment with the Common Core Learning Standards. Specifically, there will be an increased focus on nonfiction reading and writing and academic language to grow students' independent reading levels. We will raise the bottom one-third students' reading levels by providing differentiated instruction in the classroom that would enrich and remediate, as needed. Fifty percent (50%) of students in the proficiency range of 2.82-2.96 will increase to at least 3.00 as measured on the New York State English Language Arts Exam 2012. By June 2012, students in grades 3-8 will achieve and increase on the NYS ELA 2012 exams from 71.8% (2011) to 73.8% (2012).

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.

Performance Trends:

At PS/IS 499, we are very proud of our efforts toward encouraging our students to become literate and mathematical members of their community. We place a high expectation on attendance (96.8%) to further student achievement. The attendance rate from September 8-November 18, 2011 is 97.6%. PS/IS 499 made adequate yearly progress in English Language Arts, Mathematics, and Science for the last several years among all student sub-groups. Due to the fact that the benchmarks and standards were raised, we have noticed a decrease in the ELA average proficiency rate from 3.22 (2010) to 3.18 (2011). To address this need we will have higher expectations based on the new Common Core Learning Standards. We will address our bottom third students through interventions that meet individual student needs. We will implement several changes in high academic expectations: the reading and writing reciprocity focus on college and career readiness anchor standards for Reading and Writing in all grades; the professional development study and use of the Teachers College Narrative and Expository Writing Continuums by teachers; the Core Inquiry Team's goal to improve the reading/writing across content of the targeted students (bottom third of the grade); developing opinion pieces on topics supporting point of view with reasons and information in alignment with the Common Core State Standards, focusing on more informational text within reading and writing according to the Common Core State Standards. This year 99% of our full-time teachers will be involved with collaborative inquiry work, with 6 Teacher Teams. Our teachers will use the available data systems to collect and analyze data within timeframes, set goals for students, plan for and modify instruction. Measurable goals are developed through teacher-student conferencing, small group work, predictive and interim assessments, running record results, spelling inventory and teacher observations. For the past two years, we organized for effort in June by preparing up-to-date student data folders that are passed on to the next grades' teachers. These folders contained the student assessments and reflections of their learning.

The middle school core course metrics measures the percentage of students in 6th through 8th grades who received passing grades in a full year course in the relevant core subject area. In June 2011 the percent of 499 middle school students passing English (96.8%) and Social Studies (98.7%) exceeded the peer average. In math there was a .10 difference between the peer average (93.0%) and 499 (92.9%).

Parent communication has shown a positive trend. The Learning Environment Survey Report 2010-2011 indicates that 97% of the parents *strongly agreed/agreed*

that “the school keeps me informed about my child’s academic progress” and 93% *strongly agreed/agreed* that “the school clearly communicates its expectations for my child’s learning to me and my child.” In addition, 90% of the parents stated that “the school has high expectations for my child” and 96% of parents stated, “I am satisfied with the response I get when I contact my child’s school with questions or concerns.” Our school prides itself on an active partnership with parents to promote student learning, as indicated by 95% of the parents who *strongly agreed/agreed* when asked that “I feel welcome in my child’s school.” Throughout the school year, parents are kept informed of parent workshops planned by our principal and Parent Coordinator; written and telephone notification of school events (e-mail, monthly calendars, home/school connection, newsletters, letters, flyers, etc.) that is sent home to families. Parents reported overwhelmingly (95%) of being *very satisfied/satisfied* with “My opportunities to be involved in my child’s education.” Students know that they need to work hard to get good grades (96%), feel safe (89%) and welcome in their school ((80%). Teachers indicated that “school leaders communicate a clear vision for this school” (96%), “school leaders let staff know what is expected of them” (96%), and feel safe at school (100%).

Needs:

Analysis of the New York State ELA spring 2011 exam data reveals the following needs:

- Overall, 71.8% of our students scored at proficiency or above, with a level three or four. 28.2% of our students scored below proficiency.
- The average student proficiency was 3.18.
- Gender: A greater percentage of *females* scored at proficiency in all grades, except grade 6.
- Economic Advantage: A greater percentage of *not economically disadvantaged* students scored at proficiency in all grades, except grade 6.
- Ethnicity: *Asian* students tended to score at higher proficiency levels.
- 56.3% of the *bottom one third city-wide* made exemplary gains at the 75th growth percentile.
- 57.7% of the *special education population* made exemplary gains at the 75th growth percentile.
- Areas of weakness in the 2011 Item Analysis results are: *Grade 3*: identify main idea (60%), draw a conclusion (63%); *Grade 4*: use a graphic organizer to record significant details (45%); understand written directions (57%); identify main idea and supporting details (62%); *Grade 5*: recognize organizational formats to assist in comprehension of informational text (47%); identify missing information and irrelevant information (63%); *Grade 6*: read to collect and interpret information from multiple sources (43%); recognize how the author uses devices to create meaning (54%); evaluate information by identifying missing or unclear information; *Grade 7*: determine the meaning of unfamiliar words in context (32%); interpret characters, plot, setting, and theme using evidence from the text (36%); evaluate details to support ideas (51%); *Grade 8*: recognize how the author’s use of language creates images or feelings (42%); question the writer’s assumptions (47%); evaluate information used to support ideas (58%).
- Instructional strategies aligned with the standards will be taught to whole class, small group and individual settings to address these weaknesses. Teachers will implement the instructional strategies to support deeper comprehension work in reading in the content area to raise the level of progress for the proficient learners. In the primary grades, measurable goals are in place based on the data available from the TC Reading Assessments and benchmarks in spelling, independent reading level, and word identification. Reading and writing goals are in place as teachers use the data results from the reading and writing assessments available to them throughout the year, revised as needed.
- Analysis of the middle school course metrics in science shows that the students performed below our peer group: 89.7% of middle school students passed the science course in 2011, which is above the city’s (83.8%) pass rate; however, it is below the peer average (93.1%). Instructional strategies will be used to support at-risk students.

To support increased student achievement in literacy, there is a need for professional development in these areas of curriculum and instruction, assessment and engagement while developing capacity in the Common Core Learning Standards. The professional development plan will be differentiated and support the staff instructing Pre-K-8 teachers to dig deeper in developing best instructional practices linked with the Common Core Learning Standards and to raise student achievement. Outreach to the Network Instructional Team in Special Education and Data will provide support for staff members. Our teachers will need to determine the data to collect within timeframes, analyze and set goals for students; on-going professional development will be provided to assist teachers in analyzing their data by sub-groups and bottom 1/3 within classes. The Administration and Cabinet Team will continue to work with teachers to determine the instructional implications and modify instruction as per timeframe reports. There is a need for differentiating instruction to enrich the proficient reader and writer as well as to provide academic intervention for the struggling learner. Professional development will be provided to assist teachers to become familiar with the Common Core Learning Standards, specifically, informational text and opinion/argument writing, and to implement some of the recommended strategies in their classrooms. With 10 new SMART Boards, teachers will work collaboratively to plan and develop lessons to increase student engagement and to differentiate instruction. There is a need to further develop collaborative inquiry work, teams of teachers, and a coherent curriculum across multiple grades.

To support parents to address higher academic expectations, there is a need for building family literacy with parents and to communicate with parents about student progress. According to the parent survey, parents indicate there is “a need to teach students what they need to know in order to succeed for college and career readiness” (32% *strongly agree*, 54% *agree*). When asked how satisfied parents were with “the education your child received this year”, only 34% were *very satisfied*. While 93% of parents strongly agree/agree that “the school contacts me to tell me about my child’s achievements and successes,” only 36% strongly agree with this statement. Teachers indicated in the ’10-’11 Learning Survey that they “communicate with parents about their children’s progress in class” - *about once a month* (43%) and, “sent parents written information on what they are teaching and what students are expected to learn” - *about once a month* (65%). Student progress in reading, writing, and mathematics is assessed at least four times a year. We will work with teachers to communicate more often with parents through different means. There is a need to support student engagement and raise academic expectations – “My school helps me to develop challenging academic goals” – only 17% strongly agree; “The adults at my school help me understand what I need to do to succeed in school” – only 31% strongly agree. There is also a need to provide students with a secure environment which would allow them to focus on student learning. The survey indicated “Most students in my school just look out for themselves,” – 59%; “Most students in my school treat each other with respect,” (71%); “Most students in my school treat teachers with respect,” (58%). Teachers reported that “Order and discipline are maintained in my school,” (70%); and “Most students at my school treat teachers with respect,” (78%). We will address these issues through the School-wide Positive Behavior Initiative and the additional personnel resources through the Collaborative Community for Change federal grant.

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) *time line for implementation.*

- We will build and expand on the school’s balanced literacy program in grades K-8. The literacy curriculum is aligned with the Common Core Learning Standards in speaking, listening, reading, and writing. Both fiction and non-fiction trade books will be used to support the balanced literacy program involving workshop teaching. Existing classroom leveled libraries and guided reading libraries will be continued, as well as increased non-fiction leveled libraries.

- Teachers will plan unit lessons in reading and writing to address the critical thinking skills of synthesis, inference and interpretation. Monthly curriculum maps for grades K-8 will align with the CCLS, Teachers College reading and writing pacing calendars, and science and social studies NYC Scope and Sequence.
- All students Pre-k-8 will produce one literacy task that asks them to read and analyze informational text and write opinions and arguments in response. In reading, the increased focus on nonfiction and academic language will move students closer to meeting the demands of the CCLS. Students will read and comprehend complex informational text independently and proficiently, as per grade level. Under the strand Key Ideas and Details, grades K-5 students will be able to identify the main idea, quote accurately when using text evidence, and explain the relationship between events/ideas/themes based on specific text evidence. In grades 6-8 students will analyze the development of a theme across one or more texts including its relationship to supporting ideas, cite evidence accurately, and provide an objective summary of a text. In writing, students will write arguments/ opinions to support claims on topics or text, supporting a point of view with reasons. Students will also write informative or explanatory text to examine a topic and convey ideas and information clearly.
- On a weekly basis teacher teams will analyze student work and evaluate the effectiveness of their instruction. Teachers will use data from a variety of assessment tools, i.e. ARIS, TC Pro, Acuity, conference notes, rubrics, continuums, State exams, etc. Teachers will study and use this data to revise instructional planning for increased student achievement. Collaborative inquiry teams will focus on changing instructional strategies school-wide to increase student achievement in literacy.
- Teachers will plan lessons and develop tasks using Webb's Depth of Knowledge to provide more rigorous instruction and complex tasks across content. Professional development will support teachers in understanding and implementing DOK. Differentiated instruction by classroom teachers will take place in the general education classroom to provide multiple entry points for all students, including the outliers, ELLs, and students with special needs.
- Language development across K-8 will build students' vocabulary, phonics and spelling. Systems to be used: Words their Way, Visualizing & Verbalizing, Foundations, and the exploration of academic language. Guided reading texts, housed in the library, will provide leveled texts for small group instruction.
- The science specialists across grades K-8 will collaborate with classroom teachers and implement writing in the content area. In science the 5Es model of teaching and learning (Engage, Explore, Explain, Extend, and Evaluate) will support students' inquiry and ability to draw conclusions. Science manipulative materials will support minds-on inquiry and exploration for deepening student understanding. Science notebooks will be benchmarked four times a year in alignment with progress reports and report cards. Nonfiction reading and writing materials will be used in the 50-minute extended day program.
- Technology will be integrated across curricula tasks to allow students to acquire, evaluate, and synthesize knowledge using electronic and multimedia tools (newly acquired Smart Boards, laptop computers, and renovated media center). Specific teachers will be involved in a study with a QC faculty member (Computers in the Classroom – Teaching 21st Century Literacy Skills) and will continue receiving professional development following the past summer institute. Using technology, students in grades 6-8 will produce and present at least one informational literacy task in alignment with the CCLS.
- Response to Intervention (Tier I) will be implemented by classroom teachers to support at-risk students. Teachers will receive professional development to understand Tier I interventions and will be provided with a cue card of Tier I interventions. The IEP teacher will continue to support teachers in implementing interventions based on student need. In addition, classes will use software programs and academic web sites to improve students' reading comprehension, vocabulary and content knowledge. Teachers will assign *Acuity* assessments to track student progress in ELA following the Predictive assessment. Thinking Maps will be utilized by trained pedagogues to differentiate instructional practices.
- The AIS teacher will provide differentiated instruction for targeted students in grades 4, 5, and 6 (levels 1 and 2 students and students who did not make at least one year of progress on the 2011 NYS ELA exam) in a push-in model and will hold articulation meetings with classroom teachers on a regular basis. The specialist will use small group lessons to remediate weak skills and strengthen comprehension using alternative trade books and reading materials. The IEP teacher will instruct at-risk students on a limited basis. The After- School Extended Day Program and the 50 minutes Extended Day Program will provide additional instruction. Summer School will be provided for struggling students who score level 1 in grades 3-8.

- Special Education students in the SETSS program and Self-Contained classes will receive instruction in compliance with the IEPs for students with special needs. Alternative materials and teaching practices will be used to address students' learning styles and needs.
- The actions to be taken by teachers to meet short-and-long term goals will include, but not be limited to, using reading logs as a short term action, measured periodically; checklist of reading behaviors and skills; communicate to parents strategies to build literacy skills at home; using Predictive Assessments to set goals addressing strengths and weaknesses; using rubrics and continuums to provide students with feedback and set next instructional steps; Progress Reports sent home three times during the year; curriculum maps sent home monthly including unit goals; writing celebrations enable students to reflect and set writing goals. Teachers have a record keeping system of conference notes to monitor student progress and drive instruction for differentiation.
- The Library/Media Specialist will collaborate with classroom teachers and implement writing in the content areas.
- The .5 ESL Specialist, in conjunction with classroom teachers, will implement the LAP to provide support through a pull-out model utilizing a balanced literacy/language model to encourage fluency and confidence in the English language and differentiate instruction to incorporate the Common Core State Standards in ELA.
- Enrichment Programming - Our on-going partnership with Lincoln Center Institute has fostered a school culture that promotes creative thinking and imaginative learning. Through Aesthetic Education experiences, students are able to synthesize complex information and connect art to the real world. Students study works of art using a line of inquiry that promotes: deep noticing, embodying, questioning, identifying patterns, making connections, exhibiting empathy, creating meaning, taking action and reflecting/assessing. Teachers, LCI teaching artists, and Lead Teachers collaborate to develop lessons, aligned with the NYC DOE Blueprint for Teaching and Learning in the Arts, which provide opportunities for students to investigate art, exercise imagination, construct meaning, and deepen expressive and critical capacity. In continuing to maintain the strong relationship between home and school, families have the opportunity to attend a night time performance and participate in workshops led by lead teachers. Families are introduced to the work of art using the same *LCI Capacities for Imaginative Learning* our students learn. Student achievement will be assessed using teacher made rubrics in alignment with LCI's Capacities for Imaginative Learning. Students complete a reflection form at the completion of a semester of study.
- Additional enrichment programming will enhance or extend learning opportunities for our students which influence academic achievement. In grades 3-8 students participate once a week in cycles during Talent period (Latin Dance, Modern Dance, Yearbook, Stock Market Game, Yoga, Publishing, Math and Architecture) and S.W.E.E.T. period (Critical Thinking with Puzzles, Reader's Theatre, Strategic Math Games, Creative Movement, Team Building Sports, Water Color Painting, Create a Board Game, and Create a Comic Strip).
- A .4 F-status music teacher will provide music instruction in band and orchestra (grades 5-8) and recorder (grade 4).
- PENCIL will continue to facilitate a Principal for a Day partnership with HAKS, an engineering construction firm. Through this collaboration, students in grades Pre-k-8 will participate in activities that make connections between math and science in the real world, and career development. In science grade 6 students will complete a bridge project that will receive input from HAKS engineers.
- Students will have the opportunity to apply and extend scholarship and civic responsibility as members of ARISTA, Student Council, and Middle School Student Cabinet.
- Students in grades K-8 will be assessed at least four times during the year using the TC Reading Assessments to determine reading progress. Students will produce an on-demand narrative writing sample four times during the year and will be assessed using the TC Narrative and Informational/Opinion Continuum. Red data folders will hold TC Assessments including Spelling Inventory, Word ID, Letter ID, and Running Records will be continuously added throughout the year. Benchmarks for ongoing evaluation will also include students' reading logs, conference notes, teacher-made pre/post assessments, and student report cards. TC Assessment Pro is a tool that provides the administrators and teachers with data by subgroups and skill strengths and weaknesses across the grades. Letters will be provided to parents indicating their children's reading levels and reading goals, accompanied by the reading behaviors/skills/strategies

that match the reading levels. The assistant principal as data specialist will assist teachers in collecting and analyzing the data, setting goals, monitoring and revising instruction and goals within time frames.

- We will monitor student progress using the DOE approved ELA Performance task in grades Pre-k--8. There will be a pre-post assessment aligned with nonfiction unit in reading and writing (winter task).

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.

The parents of our students are very involved in all aspects of our school community. We have a high rate of parent participation in school-sponsored activities. Furthermore, parents support us by contributing their valuable time in our classrooms, volunteering in the library, helping us put systems in place, as well as, providing financial support for various school ventures. One such notable support is their commitment to finance our Lincoln Center Institute Arts program.

We will provide parents with workshops and meetings scheduled before, during, and after school hours. We will engage parents in conversations around college and career ready standards and student achievement (monthly Coffee and Conversations with the Principal, three of which are scheduled in the evening); September Parent Curriculum Orientation; Literacy and Mathematics tasks aligned to Common Core Standards; Transitioning to Middle School for grade 5 parents and students; Career Development and High School Articulation; ARIS Parent Link support by parent coordinator; Progress Report Data presentation by school leaders; Learning Leaders workshops addressing social and emotional development of children; Pre-k parent workshops conducted by Pre-k Social Worker.

Systems of communication to support parent involvement in student achievement will be in place. Classroom teachers will include, but not limited to, several short-and-long term actions to meet this goal: new Teacher Ease online weekly reporting of middle school students' progress; written progress reports 3x a year; TC reading assessment letters 4x a year to show growth-over-time; Everyday Math Study Links family letters; ELA and Math Predictive Assessments; monthly curriculum maps; student planner grades 2-8; Progress Reports and Report Cards, with suggestions for parents to implement at home; curriculum outline distributed at parent orientation; Report to Parent forms; invite a parent to read the Book of the Month aloud or other books; discipline; school events. The ESL teacher will conduct communication with parents. Parents are able to reach teachers via DOE email addresses. Letters are sent to parents by the Principal monthly, indicating enrichment programs, homework policy, the citywide academic initiative, ARIS parent link, Acuity access, etc. Parents will be notified about PS/IS 499's Summer Reading and Writing Program, to encourage their children to continue rigorous reading and writing throughout the summer vacation. The revised Family Handbook outlining rules and regulations is distributed at the Parent Curriculum Night and is also available on the school portal.

Parents will celebrate student achievement throughout the school year (Music and Arts Festivals; LCI Family Event; Family Math Night; Science Fair; Writing Celebrations; Middle School Career Institute). Progress Reports, student report cards, BRAVO! certificates, and parent-teacher conferences will continue to keep parents/guardians well informed about the progress of their children. By February 2012, parents will be informed via letter by the classroom teacher if a child is promotion-in-doubt and a parent-teacher conference will be held.

Strategies for attracting Highly Qualified Teachers (HQT)

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

- Professional development will support teachers in developing and delivering engaging instruction with an emphasis on rigor and critical thinking skills. Professional development resources will include: the Queens College partnership, Lincoln Center Institute, Teachers College Reading and Writing Project, CFN Network 207 Instructional Team, Lead Teachers, Principal, Assistant Principal, STEM grants, PENCIL Partner, and Collaborative Community for Change Federal Grant.
- Ongoing professional development in understanding and implementing the CCLS in reading and writing non-fiction will support struggling students through improved teaching methods. PD sessions will be planned during grade and faculty conferences; on professional development days; during June planning; on-site with QC faculty; in classroom lab sites; on-site with TC staff developers; at TC.
- The Cabinet Team spearheads and monitors accountability. Lead by the principal, the Cabinet team analyzes student formative and summative data, School Survey, Progress Report, School Report Card, School Quality Review, etc. Findings will be used to track student progress, strategically adjust school practices and sets school-wide goals (curriculum writing, use of extended day, professional development, enrichment programs, etc.). The Cabinet Team uses the School Quality Review rubric as an “*Observation Tool*” to reflect on school policy and practices. Throughout the year adjustments and modifications will address implications stemming from the observation tool findings. Professional development will be planned accordingly to meet teacher needs.
- The school will maintain its Core Inquiry Team whose members will be the Principal, Assistant Principal, AIS teacher, IEP/ESL teacher, Science Cluster grades K-3, Grade 1 teacher, Grade 2 teacher, Grade 5 teacher, Grade 6 ELA/SS teacher, MS Math teacher. The Team will meet regularly throughout the school year to address the three phases of the inquiry cycle. The Core Inquiry Team will support, analyze, and evaluate the teacher teams and their inquiry work. Inquiry Team members will use accountability tools such as the Quality Review Rubric, Progress Report, Periodic Assessments, ARIS, and TC Pro. During Phase II the Team will focus on developing an action plan that includes designing and implementing instructional change and evaluating and revising based on interim progress measures. In Phase II the Inquiry Team members will meet with the teacher teams to provide alternate instructional strategies to address the learning target. In Phase III the Team will develop an action plan for system-level change.
- Teacher Inquiry Teams will study and research “best practices” in content area literacy instruction in order to make progress for all students. The teacher teams will meet regularly to collect/analyze data, make instructional decisions, set goals for student learning and assess/benchmark progress toward June goals. Cohesive inquiry work will take place during and after school time. Inquiry Teams will study researched based sources, and share their work with the larger school community. The Core Team members will provide staff development for these Teams and guide them through the inquiry process throughout the school year. The data specialist will support these Teams with the necessary data to identify students. Staff development by the Core members will be provided to teachers in the use of data systems, analyzing data by sub-groups within classes, setting measurable goals, planning for instruction, monitoring and revising throughout the year. All classroom teachers will use Inquiry Spaces in the ARIS system.
- All teachers will meet with the Principal and Assistant Principal in face-to-face professional conversations to set (fall) and achieve (spring) professional goals this year.
- Three cycles of informal observations with actionable feedback will be conducted by the Principal and Assistant Principal. The written feedback will be aligned with the Danielson rubric (The Framework for Teaching) and will provide teachers with evidence and next steps. Teachers will receive professional development in three competencies: Engaging Students in Learning, Designing Coherent Instruction, and Questioning and Discussion Techniques. In the September packet, all teachers received *Bottom Line Expectations for 2011-2012, Teacher Self-Reflection*, a synopsis of the six competencies suggested by the DOE (according to the Danielson rubric). All teachers received the revised text of all of the competencies. Professional development around teacher

effectiveness will be provided at faculty conferences, on professional development days, and in teacher team meetings. The teachers will also receive professional development in Depth of Knowledge, a framework for evaluating the cognitive demand of a question or task.

- The Alternative to Observation process is available to teachers who meet the criteria. Teachers are able to align their professional goals with study and inquiry.
- Differentiated professional development will support teachers in meeting their professional goals. CFN Network staff will provide support as follows: special education, math, language development, and data. Staff will work 1:1 with teachers; with teacher teams; and with the full staff.
- Reflection forms are completed by teachers following professional development and mid/end-of-year surveys are used during professional conversations to support teachers' goal development and achievement.
- LCI teaching artists and 499 lead teachers will provide opportunities to connect LCI capacities with ELA instruction.
- Upper elementary science and middle school science teachers will attend professional development sessions (Robotics; Environment) through STEM grants. One middle school social studies teacher will attend professional development sessions on Teaching American History (grant).
- The Principal and Assistant Principal will attend TC literacy conferences and provide staff development for staff members. The Administrators will also attend professional development related to the CCLS, performance tasks, curriculum mapping, Depth of Knowledge, and mathematics.
- Through Cluster 2 the IEP teacher will participate in an Inclusive Classrooms Project professional development.
- The administration provides time for professional development periods, inter-visitations, school-wide systems, which directly affect teacher and student growth. In addition, the administration builds capacity by promoting teacher leaders who share their expertise and knowledge. Teacher leaders extend their learning and engage in thoughtful dialogue and reflection with other pedagogues. They pursue opportunities to grow professionally, as well as, establish and maintain collegial working relationships with other school staff members. These teacher leaders are approachable and willing to share their expertise with all members of the school community. These teachers attend professional development and turnkey what they have learned with the school community. They provide the administration with feedback that promotes organized professional learning opportunities for all staff members, which in turn improves teacher quality, student outcomes, and school-wide systems, which directly affect teacher and student growth.
- Curriculum maps and pacing calendars will continue to be implemented based on the data and framework provided by Teachers College and customized to the needs of the students at PS/IS 499.
- Specific teachers will be involved in a study with a QC faculty member (Computers in the Classroom – Teaching 21st Century Literacy Skills) and will continue receiving professional development following the past summer institute.
- Our school is actively involved in QC's field placement and teacher certification process. The teachers at PS/ IS 499 supervise pre-service student teachers from the Queens College Teacher Education Program. Cooperating teachers guide and support aspiring teachers as they gain practical hands-on knowledge of instructional strategies, assessment practices, and classroom management skills that support student learning. We also collaborate with QCs ICE (Initial Clinical Learning Experience) program. ICE students observe middle school teachers and gain experience in core subject areas, i.e., math, science, foreign language, and ELA. Cooperating teachers engage in thoughtful dialogue and reflection with aspiring teachers and grow as professionals.

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.

Our students' progress is closely monitored by a full-time Guidance Counselor who provides mandated counseling services, runs groups for at-risk students, and articulates the high school application process to parents and students. Guidance interventions are put in place to complement the work of faculty across the

school. The Guidance Counselor closely monitors student attendance and reaches out to parents whose children are at-risk of failing due to excessive absence. (The school secretary works closely with the Attendance Teacher when 407 forms need to be processed.) Through the development of bus team captains, the Guidance Counselor is instrumental in reducing the number of infractions occurring on the school buses. Additionally, the Guidance Counselor plays a pivotal role in promoting the school-wide positive behavior initiative.

In the last year of a Federal grant (C3 – Community Collaboration for Change), our school has benefitted from the work of a .4 Social Worker and .4 Guidance Counselor. The social worker runs groups for at-risk students, provides one-to-one intervention for struggling students, and co-leads an after-school academic support program two afternoons. The .4 guidance counselor focuses on career development and readiness with middle school students. The counselor teaches lessons in the Career Institute and supports the school in planning and implementing its Career Day celebration. The counselor also meets with groups of at-risk students and provides one-to-one intervention. Additionally, .2 SAPIS teacher provides support in whole class lessons (in cycles) and one-to-one intervention.

Under the Incentive Program for Voluntary Public School Choice, our school has on register as of October 31, 2011 eight (8) NCLB transfer students. Last year our school participated in the program with a goal of increasing academic achievement/social development of transferred students and expanded direct services. A parent workshop was held in September 2011 for NCLB transferred students to inform parents of the Common Core Learning Standards, the citywide academic expectations, and ways the school is implementing best practices to increase academic success. We will once again be applying for this incentive program funded by the U.S. Department of Education.

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.

Literacy-Based Program	Funding Source	Amount
Network 207	TL Children First Network	\$34,000
TC Reading & Writing Project	TL Fair Student Funding	26,910
Instructional Materials/Supplies	TL Fair Student Funding	19,500
Core Curriculum	NYSTL	37,761
NYSTL Textbooks	NYSTL	10,773
NYSTL Library	NYSTL	2,925
NYSTL Software	NYSTL	4,844
Academic Before/After School	TL Fair Student Funding	9,000
Per Diem	Temporary Shortfall	18,900
Data Specialist	ARRA RTTT	2,215
Inquiry Team	ARRA RTTT	4,500
C3 Federal Grant	Rollover Improvement Ed	21,000
.4 Library Media Specialist	Temporary Shortfall	21,621
.4 Music Instructor	TL Fair Student Funding	17,301
Incentive Program for Voluntary Public School Choice	Rollover NCLB Incentive	2,862

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, 50% of our current grade 5, 6, 7 and 8 students from the bottom one-third will grow 5 points in their scale scores. Our goal is to work cohesively in teacher teams to improve student achievement in the area of mathematics. Specifically, we will strengthen the bottom one-third students' progress by providing differentiated instruction in the classroom, based on informal and formal data analysis, which would enrich and remediate as needed. The overall desired outcome is to maintain and strengthen the standardized mathematics scores.

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.

Using the NYS Education Department School Report Card, NYC Progress Report, the 2010-2011 Progress Report Item Analysis, and *nyStart* online data, the administration and teacher teams analyzed and compared NYS Math exam results for the 2009-2010 and 2010-2011 school years. The following tables illustrate our findings:

NYS Mathematics Performance trends as per the NYC DOE Progress Report:

<i>NYS Mathematics Exam</i>	SY 2010	SY 2011
Average Student Proficiency	3.90	3.65
Percentage of Students at Level 3 or 4	78% (327 students)	85.5% (324 students)
Median Growth Percentile	82% (271 students)	75% (267 students)
Median Growth Percentile in lowest 1/3	77% (94 students)	77.7% (95 students)
<i>Additional Credit</i>		
Self Contained Proficient	19% (21 students)	10% (20 students)
75 th Growth Percentile <i>Self Contained/ SETSS</i>	58.3% (24 students)	50% (26 students)
75 th Growth Percentile <i>Lowest 1/3 Citywide</i>	58.7% (46 students)	59% (39 students)
75 th Growth Percentile <i>ELL</i>	Less than 15 students	65% (20 students)
75 th Growth Percentile <i>Lowest 1/3 Black/ Hispanic Males</i>	n/a	46.7 (15 students)

NYS Mathematics Performance trends as per the NYS School Report Card & *nyStart Online Data*:

NYS Mathematics Exam	SY 2010	SY 2011
Percentage of Students at Level 4	48%	46%
Percentage of Students at Level 3	30%	41%
Percentage of Students at Level 2	12%	18%
Percentage of Students at Level 1	3%	1%
Percentage of Female Students at Level 3 or 4	80% (158 students)	93% (153 students)
Percentage of Male Students at Level 3 or 4	77% (164 students)	82% (163 students)
Percentage of ELL Students at Level 3 or 4	22% (9 students)	29% (7 students)
Percentage of Economically Disadvantaged at Level 3 or 4	70% (176 students)	81% (149 students)
Percentage of Not Economically Disadvantaged at Level 3 or 4	88% (146 students)	92% (167 students)
Percentage of Asian or Pacific Islander at Level 3 or 4	94% (114 students)	97% (126 students)
Percentage of Black or African American at Level 3 or 4	72% (130 students)	83% (116 students)
Percentage of Hispanic or Latino at Level 3 or 4	70% (56 students)	76% (51 students)
Percentage of White at Level 3 or 4	59% (17 students)	73% (22 students)

The tables above show that the percentage of students scoring at a level three or above on the NYS Mathematics exam has grown; however, a careful analysis of the numbers raises several concerns.

- Our average proficiency has dropped from a 3.90 to a 3.65. We still out-perform the average city school (3.65 vs. 3.1), but fall within the average range of our peer schools (3.65 vs. 3.65).
- Our median growth percentile has gone from 82% to 75%. However, in this category we out-perform both the average city school (75% v. 66.1%) and our peer schools (75% vs. 71.7%).
- A notable percentage of level four students have slipped to a level three (as per our review of the Progress Report item analysis).
- The number of level two students has gone up from 12% to 18% due to level three students slipping down to level 2 and some level one students moving up to a level 2 (as per our review of the Progress Report item analysis).
- 10% of our self contained special education population is proficient in mathematics.
- 50% of our self contained/ SETSS students showed *75th Percentile Growth*.
- More females score a level three or four than males.
- 46% of our Black or Hispanic males score in the Lowest One Third Citywide.

Our performance trends in mathematics show our students are in jeopardy of not meeting the demands of the new Common Core Learning Standards (CCLS) designed to graduate high school students who are college and career ready and prepared to meet the demands of the 21st century. If we are to challenge our students to meet the academic rigor of the new CCLS and perform at proficiency level, or above, on the 2015 State exams (year by which the exams are fully aligned with the CCLS), we need to prepare our teachers so that they increase the rigor and effectiveness of their instruction, which will result in greater student long term success.

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.

In alignment with the *Citywide Instructional Expectations*, we will focus on strengthening student work and teacher practice. Our plan of action stems from a “*coherent set of beliefs*” that *all students* can meet the high expectations set by the Common Core Learning Standards when teachers develop and adjust curriculum, assessments and instruction based on student formative and summative data. In addition, the administration will formally/ informally evaluate teachers and provide differentiated professional learning opportunities based on the teachers’ needs, the school’s goals and the State’s Mathematics curriculum.

Following the “*Shifts in Mathematics*”, tied to the CCLS, teachers will narrow and deepen the scope of how time and energy is spent in the math classroom. They will focus deeply on only the concepts that are prioritized in the standards. The focus for learning math is on the “big math idea/ primary themes” rather than the procedural aspect of math. Focusing on the “primary themes” will help students build a strong math foundation and deep conceptual understandings they can transfer across concepts and grades.

Teacher teams will develop curriculum using Webb’s *Depth of Knowledge* to create rigorous lessons teaching “big math ideas” that are central to the learning of mathematics and links numerous mathematical understandings into a coherent whole. Instruction will help students gain a deep conceptual understanding of core math concepts by applying them to new situations, as well as writing and speaking about their understanding. Students will apply math concepts in “*real world*” situations. The curriculum will be developed so that instruction is differentiated for all learners providing multiple entry points for outliers, students with disabilities and English language learners.

We will implement the following strategies/ activities across grades and in every classroom to meet our goal:

- Teacher teams will identify students in grades 4-8 scoring in the bottom one third citywide on the 2011 mathematics State exam. Teacher teams will monitor student growth throughout the year by administering and analyzing formative and summative assessment data. Teacher teams will set short term and long term goals based on student assessment data. Teacher teams will exam and refine curriculum, assessments and classroom instruction to scaffold targeted student population. Teacher teams will confer with bottom one-third students individually or in small groups.
- All math teachers will participate in professional development on the CCLS in Mathematics. Teachers will understand the CCLS in mathematics are built on progressions and organize their curriculum and instruction accordingly. Teachers will learn the standards for their current grade and the standards for the grade above and below their current grade. Grade PreK-8 math teachers will focus on two standards of practice, i.e. model with mathematics and construct viable arguments and critique the reasoning of others. Each grade band has the following CCLS Domain of Focus:

Grade Band	Domain of Focus
Pre-k-K	Operations and Algebraic Thinking
1-2	Number and Operations in Base Ten
3	Operations and Algebraic Thinking
4-5	Number and Operations- Fractions
6-7	Ratios and Proportional Relationships
8	Expressions and Equations

- Teachers will align Everyday Math lessons, Impact Math lessons and math performance tasks to grade appropriate CCLS. Teachers will learn to identify the content and performances required in their units of study/ math lessons and align them to the CCLS. The administration and teachers will use the content and performance rating scales to monitor the academic rigor and the alignment to the CCLS in their math units of study/ math lessons.
- Math teachers will learn to use Norman Webb's *Depth of Knowledge* to develop rigorous math learning experiences for all students. Teachers will develop units of study/ math lessons which teach deductive reasoning using concrete models and contextual situations. Math teachers will develop rigorous math tasks that require students to demonstrate their ability to model and construct viable arguments with evidence. All students will learn to reason, explore, and employ *accountable talk* in collaborative partnerships.
- Students in grades Pre-K-8 will use math notebooks/ journals to develop their understanding of mathematical concepts. Students will be encouraged to think and write like mathematicians. In their journals, students will demonstrate their ability to model with mathematics and construct and explore the reasoning behind arguments to arrive at a viable solution. Teachers will use the math notebooks/ journals to monitor students understanding and/ or growth.
- Three teacher teams, Pre-k-2, 3-5, 6-8, will examine and analyze student math problem-solving constructed responses during four benchmark periods (September/ June (Pre & Post), December & March (DOE approved performance task)) using newly developed rubrics. Instructional adjustments will be made based on student data.
- Teachers in the primary grades will develop measurable math goals for their students based on the data available from the September problem solving rubric.
- Throughout the year, math teachers will use the data results from Everyday Mathematics, IMPACT Mathematics, and Advanced Algebra assessments to develop measurable goals, revised as needed, to help all students meet or exceed grade appropriate math benchmarks aligned with the CCLS.
- Following scheduled inter-visitations, teacher teams will continue to use the instructional rounds process to reflect and debrief to support teacher practice. The Core Inquiry team will spearhead and facilitate the process to address the problem of practice established in the latter half of 2011 school year ("Are all children involved in high level tasks that push their thinking and enable them to apply knowledge critically?"). During scheduled weekly collaborative periods, teacher teams will examine and evaluate student work to make instructional changes in alignment with the Common Core Learning Standards.

- We will administer the Acuity Math ITA (November) and Predictive (January) to grades 3-8. The Cabinet Team, Core Inquiry Team and Teacher Teams will use the data to monitor student growth, develop next steps/ learning goals for students, and examine teacher effectiveness.
- In collaboration with HAKS, our *PENCIL* partner, we will host an engineering fair for grades PreK-8. Students will have the opportunity to engage in challenging “real world” math and science hand-on activities.
- Middle school math teachers will monitor and support the progress of middle school students who failed mathematics for the 2010-2011 school year.
- An experienced math lead teacher will work with grade 4 teachers to raise or maintain the level of progress for proficient math learners. Using the CCLS, teachers will determine and implement instructional strategies, which support deeper work in mathematics.
- Teachers will employ the use of “*Friday Games*” to engage all students in learning and developing a deeper understand of core math concepts and reasoning.
- The administration and selected teachers will receive an online journal subscription to *Teaching Children Mathematics* (Grades Pre-K-6) and an online subscription to *Mathematics Teaching in the Middle School* (Grades 5-9).
- Teacher teams track subgroups – monitor and adjust instructional decisions to support student achievement.

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.

At the Queens College School for Math, Science, and Technology, we want to fully inform and involve all parents in their child’s learning experiences. We understand our families are an important part of our school community and play an essential role in successfully educating our children. Working together we will prepare our students to meet the high expectations set by the CCLS leading to college and career readiness.

The following strategies/ activities will help promote and support effective parent engagement:

- The school will notify parents of the students identified as scoring in the bottom one-third citywide on the State math exam. The administration and teachers will provide parents with the goals and next steps we have set for their children based on student data We will send home strategies and tips parents can implement to help their children become successful in math.
- We have established several systematic forms of communication with all parents.
 - **School Messenger**- a telephone, email and text notification system used to update parents on all current information, i.e. parent workshops/ meetings, special performances, citywide events, attendance and bus updates, etc.
 - **Teacher Ease**- a web based grading system which parents can access online at any time to view student grading and/ or behavior

information

- **Start of Year Parent Letters (elementary grades)**- letters inform parents of what each class/ grade expectations are for learning as well as other classroom policies or events
 - **Middle School Syllabus**- every middle school teacher distributes to students an outline of the course goals and expectations along with the school's grading policy
 - **Monthly Parent Bulletin**- the bulletin informs parents of past and future school happenings
 - **Parent Handbook**- contains our mission statement, student guidelines and policies, helpful websites (i.e. ARIS Parent link, Acuity website access), contact information, etc.
 - **Home School Connection**- a newsletter which provides families with "practical ideas that promote schools success, parent involvement, and effective parenting tips"
 - **Monthly Curriculum Maps**- these maps outline the math curriculum for each month according to grade
 - **Progress Reports**- reports will go home three time a year in between each marking period
 - **Report Cards**- parents will be notified of their child's progress three times a year (elementary)/ four times a year (middle school)
- In the spring we will host a Family Math night. This parent/ child event is specifically designed to have parents interact with their child as the child explores age appropriate math concepts using hands-on activities. In addition, teachers model math language for parents, present math activities parents can do with their children at home, and
 - We will offer a variety of meetings and workshops designed to inform parents of various math initiatives, math assessment data, math curriculum guides, etc. We will engage parents in conversations around college and career ready standards and student achievement through sample student tasks. We will also offer monthly Coffee and Conversations with the Principal, three of which are scheduled in the evening; September Parent Curriculum Orientation; information on Mathematics tasks aligned to Common Core Standards; workshops on Transitioning to Middle School; Career Development and High School Articulation; ARIS Parent Link support by parent coordinator; Progress Report Data presentation by school leaders; Learning Leaders workshops addressing social and emotional development of children. Student report cards, Progress Reports, and Parent/Teacher Conferences will keep parents informed of their children's achievement.
 - Classes will invite parents to participate in math classroom celebrations throughout the year.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Highly qualified teachers are the most powerful tool for student success. The administration and teachers are committed to promoting teacher effectiveness. Differentiated professional development in mathematics will foster teachers' growth and ultimately affect student achievement. In multiple conversations with school leaders throughout the year, teachers will develop goals in teaching mathematics using components of the *Framework for Teaching* to improve classroom instruction. To strengthen teacher practice, the administration will provide evidence-based feedback teachers can act on to increase the rigor and effectiveness of mathematics instruction through informal and formal observations.

The following strategies/ activities will develop highly qualified teachers and strengthen teacher practice:

- Professional development will support teachers in developing and delivering engaging instruction with an emphasis on rigor and critical thinking skills. Professional development resources will include: the Queens College partnership, CFN Network 207 Instructional Team, Lead Teachers, Principal, Assistant Principal, STEM grants, PENCIL Partner, and Collaborative Community for Change Federal Grant.
- Ongoing professional development in understanding and implementing the CCLS in selected *Standards of Practice* and *Domains of Focus* will support struggling students through improved teaching methods. PD sessions will be planned during grade and faculty conferences; on professional development days; during June planning; on-site with QC faculty; in classroom lab sites.
- The Cabinet Team spearheads and monitors accountability. Lead by the principal, the Cabinet team analyzes student formative and summative data, School Survey, Progress Report, School Report Card, School Quality Review, etc. Findings will be used to track student progress, strategically adjust school practices and sets school-wide goals (curriculum writing, use of extended day, professional development, enrichment programs, etc.). The Cabinet Team uses the School Quality Review rubric as an “*Observation Tool*” to reflect on school policy and practices. Throughout the year adjustments and modifications will address implications stemming from the observation tool findings. Professional development will be planned accordingly to meet teacher needs.
- All teachers will meet with the Principal and Assistant Principal in face-to-face professional conversations to set (fall) and achieve (spring) professional goals this year.
- Three cycles of informal observations with feedback will be conducted by the Principal and Assistant Principal. The feedback will be aligned with the Danielson rubric (The Framework for Teaching) and will provide teachers with evidence and next steps.
- The Alternative to Observation process is available to teachers who meet the criteria. Teachers are able to align their professional goals with study and inquiry.
- Differentiated professional development will support teachers in meeting their professional goals. CFN Network staff will provide support as follows: special education, math, and data. Staff will work 1:1 with teachers; with teacher teams; and with the full staff.
- The Principal and Assistant Principal will attend professional development related to the CCLS, performance tasks, curriculum mapping, Depth of Knowledge, and mathematics.
- Through Cluster 2 the IEP teacher will participate in an Inclusive Classrooms Project professional development.
- The administration provides time for professional development periods, inter-visitations, school-wide systems, which directly affect teacher and student growth. In addition, the administration builds capacity by promoting teacher leaders who share their expertise and knowledge. Teacher leaders extend their learning and engage in thoughtful dialogue and reflection with other pedagogues. They pursue opportunities to grow professionally, as well as establish and maintain collegial working relationships with other school staff members. These teacher leaders are approachable and willing to share their expertise with all members of the school community. These teachers attend professional development and turnkey what they have learned with the school community. They provide the administration with feedback that promotes organized professional learning opportunities for all staff members, which in turn improves teacher quality, student outcomes, and school-wide systems, which directly affect teacher and student growth.

- Teacher Inquiry Teams will study and research “best practices” in mathematics instruction in order to make progress for all students.
- Our school is actively involved in QC’s field placement and teacher certification process. The teachers at PS/ IS 499 supervise pre-service student teachers from the Queens College Teacher Education Program. Cooperating teachers guide and support aspiring teachers as they gain practical hands-on knowledge of instructional strategies, assessment practices, and classroom management skills that support student learning. We also collaborate with QCs ICE (Initial Clinical Learning Experience) program. ICE students observe middle school teachers and gain experience in core subject areas, i.e., math, science, foreign language, and ELA. Cooperating teachers engage in thoughtful dialogue and reflection with aspiring teachers and grow as professionals.

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.

Our students’ progress is closely monitored by a full-time Guidance Counselor who provides mandated counseling services, runs groups for at-risk students, and articulates the high school application process to parents and students. Guidance interventions are put in place to complement the work of faculty across the school. The Guidance Counselor closely monitors student attendance and reaches out to parents whose children are at-risk of failing due to excessive absence. The Guidance Counselor serves on the Cabinet Team and helps monitor the needs and successes of our targeted math bottom one-third citywide. The Guidance Counselor provides supports and services specifically tailored to meet the needs of our target population.

In the last year of a Federal grant (C3 – Community Collaboration for Change), our school has benefitted from the work of a .4 Social Worker and a .4 Guidance Counselor. The social worker runs groups for at-risk students, provides one-to-one intervention for struggling students, and co-leads an after-school academic support program two afternoons. The .4 guidance counselor focuses on career development and readiness with middle school students. The counselor teaches lessons in the Career Institute and supports the school in planning and implementing its Career Day celebration. The counselor also meets with groups of at-risk students and provides one-to-one intervention. Additionally, .2 SAPIS teacher provides support in whole class lessons (in cycles) and one-to-one intervention.

Under the Incentive Program for Voluntary Public School Choice, our school has on register as of October 31, 2011 eight (8) NCLB transfer students. Two of the NCLB students have been identified as scoring in the bottom one-third. Last year our school participated in the program with a goal of increasing academic achievement/social development of transferred students and expanded direct services. This year we will continue to closely monitor our bottom one-third students and support their needs. A parent workshop was held in September 2011 for NCLB transferred students to inform parents of the Common Core Learning Standards, the citywide academic expectations, and ways the school is implementing best practices to increase academic success. We will once again be applying for this incentive program funded by the U.S. Department of Education.

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.

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NYSTL Library	NYSTL	2,925
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Per Diem	Temporary Shortfall	18,900
Data Specialist	ARRA RTTT	2,215
Inquiry Team	ARRA RTTT	4,500
C3 Federal Grant	Rollover Improvement Ed	17,000

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.

In an effort to develop a secure and respectful environment which would allow students to focus on learning, the school will implement a School-Wide Positive Behavior Initiative. School-wide Positive Behavior Support (SWPBS) is a proactive approach based on a three-tiered model of prevention and intervention aimed at creating safe and effective schools. Emphasis is placed on teaching and reinforcing important social skills and data-based problem-solving to address existing behavior concerns. A teacher-student developed matrix of school-wide behavior supports will be put in place. A minimum of six activities to involve our school community in positive behavior initiatives will be implemented. By June 2012 there will be an increase of 3% in the number of positive responses on the questions in the Safety and Respect section of the Learning Environment Survey, comparing the 2011 to 2012 results.

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.

Performance Trends

The results of the Learning Environment Survey indicate that middle school students feel that the school encourages them to do their best by developing rigorous and meaningful academic goals. The Survey indicated that “The adults at my school help me understand what I need to do to succeed in school” (95%); “I need to work hard to get good grades at my school.” (96%); and, “My teachers expect me to continue my education after high school.” (94%). All middle school students receive a syllabus for each subject. The syllabus includes but is not limited, to the following: course objective; content timeline; grading policy/homework policy; class rules/procedures; supply list. In response to safety and respect, 89% of the students feel safe in their classes and 84% feel safe in the hallways and bathrooms. Teachers reported that “Order and discipline are maintained in my school” (70%); and “Most students at my school treat teachers with respect” (78%). Parents report that “My child is safe at school.” (96%) and that school staff is NEVER disrespectful to students. (52%). Analysis of OORS incident reports for the past two years (levels 1-5) reveals a noticeable decrease in the number of incidents ('09-'10 to '10-'11 – 42 to 27), with the greatest decrease in level 2 incidents (21 to 2). This was a result of last year’s initiative of employing the bus teams and captains.

Needs

There is a need to ensure safety and respect among all members of the school community, allowing everyone to focus on student learning. The middle students’ Survey results indicate that “Most students in my school just look out for themselves” (59%); “Most students in my school treat each other with respect” (71%); “Most students in my school treat teachers with respect” (58%).

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) *time line for implementation.*

The Cabinet Team, including the Administration, Guidance Counselor, and AIS teacher, and Administrative Intern, analyze the data during the summer (Progress Report, School Survey, TC Pro, OORS) to determine next steps in instructional and behavior supports. At the opening faculty conference in September, staff development will provide an understanding of *School-Wide Positive Behavior Supports*. The faculty will develop a school-wide matrix of behavior expectations (Become a Role Model, Be Respectful, Be Responsible). On the first two days of school, students will provide the behaviors in each setting: classroom, lunchroom, hallways, gym, playground, etc. The School-wide Positive Behavior Team, comprised of principal, guidance counselor, administrative intern, and teachers, will meet to collect, condense, and finalize the expected behaviors for the school-wide matrix. Enlarged matrix charts will be stationed around the building and in every classroom.

Some of the activities to be implemented: Character Counts! Week and school-wide rally; Respect For All Week; Act of Kindness Day; Mix It Up! Days to teach tolerance; Anti-Defamation League, No Place for Hate assemblies. Additional assembly programs (anti-bullying) will support school wide efforts. Book of the Month read aloud selections will focus on positive behavior (*Tacky the Penguin, One*) to support school-wide efforts.

In an effort for students to feel engaged in an active and vibrant partnership to promote learning, the Middle School Cabinet will plan activities to promote positive spirit in the school. The Student Council members will lead and implement service activities. The ARISTA members will also lead service activities throughout the year. The Middle School Cabinet and Student Council members, under faculty advisement, will hold meetings to determine ways to increase students' feelings of respect, students to teachers and among students. Middle school students who perform academically and show positive behavior will be invited to the middle school dances.

Systems will be in place to support the safety of our students and to decrease the number of incidents (levels 3, 4, and 5) school wide. Lunchtime sports activities, led by .4 physical education teacher, will be implemented to teach sportsmanship and role model behaviors. A detention system (supervised by staff) is in place to carry out the citywide discipline code. Report to Parent communication is used to notify parents of students' misbehavior.

In its second year, bus teams and captains will continue to support positive behavior on the school buses and at dismissal. Positive behavior is rewarded for bus students at dismissal and through drivers' reports. Rewards will be implemented three times during the year. The system is overseen by the guidance counselor and administrative intern. Lunchtime commendation cards are distributed by the teacher-in-charge; reward system in place 3x a year.

A uniform middle school grading policy based on the citywide academic expectations and in alignment with the CCLS will be in place. Study hall, supervised by staff, will enable middle school students to complete missed homework. An online grading system (Teacher Ease) provides students and parents daily/weekly communication to monitor student performance. Middle school teachers, administration, and guidance will meet to review students' progress during grade conferences and teacher team meetings and plan for next instructional steps.

Mental health professionals will support the school-wide behaviors and expectations through programming during, before, and after school hours. Our full time guidance counselor will meet 3x a week with groups of middle school students who are at-risk of failing core courses or not meeting promotion standards. Our school is in the last year of a three-year mental health C3 grant that seeks to improve student behavior, provide guidance for students, career and college

awareness, and mental wellness. A .4 social worker and a .4 guidance counselor provide services and interventions to address emotional and behavioral challenges of our at-risk students and develop leadership among the students. The guidance counselor and the C3 grant support personnel lead lunchtime groups for students to identify and practice pro-social skills. A .2 SAPIS staff member will work with at-risk students in the elementary and middle school grades. Faculty will provide conflict resolution strategies to at-risk students.

An after-school program led by mental health professionals and peer tutors (QSI sophomores and juniors) will provide homework help and wellness activities for grades 7 and 8 students.

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.

- Curriculum Night/Meet the Teacher is scheduled during the first week of school. At this time teachers distribute course syllabus and behavior expectations. Parents will receive written notification of the middle school uniform grading policy.
- The Family Handbook is distributed in September (and is on the school's portal) and includes behavior and discipline regulations. Parents and students read and sign a behavior contract at the time the DOE Discipline Code booklet is distributed.
- Parent workshops (Coffee and Conversation morning and evening programs) will provide parents with an understanding of the Positive Behavior Initiative, the school's matrix, and develop an at-home matrix (Become a Role Model, Be Respectful, Be Responsible) to carry over the support.
- Parents are notified, as per the citywide directive, of students' promotion-in-doubt status beginning with the first report card and fall parent-teacher conferences. Parents will be notified in writing in early February. Parents will receive written notification of promotion standards at that time.
- A new online grading/reporting system (Teacher Ease), updated weekly, gives middle school parents direct communication to teachers.

Strategies for attracting Highly Qualified Teachers (HQT)

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

- The SWPBS Team will provide staff development to teachers, as needed, at faculty conferences. The Team, in coordination with the MS Student Cabinet, Student Council, and ARISTA, will plan for future events to support this initiative.
- The guidance counselor will attend CFN 207 professional development sessions and borough safety meetings.
- Professional development will support teachers in developing and delivering engaging instruction with an emphasis on rigor and critical thinking skills. Professional development resources will include: the Queens College partnership, Lincoln Center Institute, Teachers College Reading and Writing Project, CFN Network 207 Instructional Team, Lead Teachers, Principal, Assistant Principal, STEM grants, PENCIL Partner, and Collaborative Community for Change Federal Grant.
- The Cabinet Team spearheads and monitors accountability. Led by the principal, the Cabinet team analyzes student formative and summative data, School Survey, Progress Report, School Report Card, School Quality Review, OORS, etc. Findings will be used to track student progress, strategically adjust school practices and sets school-wide goals (curriculum writing, use of extended day, professional development, enrichment programs, etc.).
- The Competency 2b: Establishing a Culture for Learning (Classroom Environment) from the Charlotte Danielson rubric (*The Framework for Teaching*) will be used in support of teacher effectiveness.

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.

Our students' progress is closely monitored by a full-time Guidance Counselor who provides mandated counseling services, runs groups for at-risk students, and articulates the high school application process to parents and students. Guidance interventions are put in place to complement the work of faculty across the school. The Guidance Counselor closely monitors student attendance and reaches out to parents whose children are at-risk of failing due to excessive absence. (The school secretary works closely with the Attendance Teacher when 407 forms need to be processed.) Through the development of bus team captains, the Guidance Counselor is instrumental in reducing the number of infractions occurring on the school buses. Additionally, the Guidance Counselor plays a pivotal role in promoting the school-wide positive behavior initiative.

In the last year of a Federal grant (C3 – Community Collaboration for Change), our school has benefitted from the work of a .4 Social Worker and a .4 Guidance Counselor. The social worker runs groups for at-risk students, provides one-to-one intervention for struggling students, and co-leads an after-school academic support program two afternoons. The .4 guidance counselor focuses on career development and readiness with middle school students. The counselor teaches lessons in the Career Institute and supports the school in planning and implementing its Career Day celebration. The counselor also meets with groups of at-risk students and provides one-to-one intervention. Additionally, .2 SAPIS teacher provides support in whole class lessons (in cycles) and one-to-one intervention.

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.

Literacy-Based Program	Funding Source	Amount
Network 207	TL Children First Network	\$34,000
Academic Before/After School per session	TL Fair Student Funding	9,000
Per Diem	Temporary Shortfall	18,900
Data Specialist per session	ARRA RTTT	2,215
Inquiry Team per session	ARRA RTTT	4,500
C3 Federal Grant	Rollover Improvement Ed	21,000

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	12	10	N/A	N/A				
1	9	6	N/A	N/A				
2	7	8	N/A	N/A	2			
3	15	12	N/A	N/A				
4	15	6	8	10	2			
5	18	9	10	20				2
6	7	6	10	7	5		20	
7	7	4	13	9	11		25	2
8	14	5	20	15	5		18	

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
<p>ELA</p>	<p>After careful analysis of summative and formative data as well as teacher feedback, students were identified to receive ELA academic intervention services using the following supports:</p> <ul style="list-style-type: none"> • Foundations Reading Program- Phonics based program used in early childhood grades during the Extended Day 50 minutes program and in self-contained classrooms for a minimum of two times per week • Tier I - The classroom teachers support students through differentiated instruction and modify the curriculum during the school day through small group instruction. • Tier II - Provided AIS support staff push in/pull out program during the school day and during the extended day program through small group instruction. • Tier III intervention – Provided by IEP/SETSS teacher push in/ pull out program offer additional support to at-risk students throughout the school day and Extended day. • AIS Teacher- Works with at-risk students in classrooms using a push in model working with small groups of students presenting skills and strategy lessons. • TC Reading and Writing Workshops- Teachers provide daily instruction that is differentiated to address students' needs based on the TC reading and word study assessments and the TC Narrative Writing Continuum. • Teachers College Staff Developers- Provide feedback/resources and model best practices to teachers to help support the reading and writing instruction in classrooms in cycles. • Extended Day 50 Minutes- This service provides academic support to struggling and at-risk students in ELA through differentiated instruction by the classroom teacher and out of classroom personnel, Tuesday and Wednesday.
<p>Mathematics</p>	<p>After careful analysis of summative and formative data as well as teacher feedback, students were identified to receive Mathematics academic intervention services using the following supports:</p> <ul style="list-style-type: none"> • Everyday Math/Impact Math- School math programs are infused with differentiated instruction; teachers group students based on levels, needs and ability during the school day. • Acuity- Students have the opportunity to practice math skills and strategies tailored to individualized needs during the extended day program. • Tier I- Classroom teachers provide at-risk students with support during the school day through differentiated instruction and modify the curriculum through small group instruction. • Tier II – Provided by the AIS support staff push in/ pull out programs during the school day and during the extended day program through small group instruction. • Tier III – Provided by IEP/SETSS teacher push in/ pull out program offer additional support to at-risk students throughout the school day and Extended day. <p>Extended Day 50 Minutes- This service provides academic support to struggling and at-risk students in math through small group differentiated instruction by the classroom teacher and out of classroom</p>

	personnel, Tuesday and Wednesday.
Science	<p>Most of our students are performing at or above grade level standards. We provide the students with science libraries within their classrooms which offer our students the ability to further develop their scientific reasoning and processing skills. After careful analysis of summative and formative data and teacher feedback, students were identified to receive science academic intervention services using the following supports:</p> <ul style="list-style-type: none"> • Science Teachers- K-3, 4-6, and 7-8 teachers target students who need AIS services and provide small group instruction throughout the school day. • Extended Day 50 Minutes - The extended day program is used to differentiate and to extend literacy and science to meet the need of struggling students, Tuesday and Wednesday.
Social Studies	<p>Most of our students are performing at or above grade level standards within this content area. However, we provide the students with Social Studies libraries in their classrooms. After careful analysis of summative and formative data as well as teacher feedback, students were identified to receive Social Studies academic intervention services using the following supports:</p> <ul style="list-style-type: none"> • Classroom Teachers- All classroom teachers in grades K-8 Social Studies will target students based upon their need and tailor instruction to reach all learners. • Tier I- Classroom teachers provide at-risk students with support using trade books to support Social Studies and literacy during the school day and extended day program through small group instruction. • Tier II - Provided by the AIS support staff push in/ pull out programs during the school day and during the extended day program through small group instruction. • Tier III - Provided by IEP/SETSS teacher push in/ pull out program offer additional support to at-risk students throughout the school day and Extended day. • Extended Day 50 Minutes - The Extended day program is used to differentiate and to extend literacy and Social Studies to meet the needs of struggling students, Tuesday and Wednesday.
At-risk Services provided by the Guidance Counselor	<p>The Guidance Counselor provides at-risk students with group counseling, individual counseling and progress monitoring on an, as needed basis. The Guidance Counselor conducts parent conferences and support groups. Our school is in the third year of a federal grant named C3 (Community Collaboration for Change) for students and families in grades 6-8. The grant supports students' social-emotional development and leadership skills. The students work with the Guidance Counselor learning skills such as: organizing and study skills, goal setting, anger management, stress management, choices and consequences, decision making and practicing self-talk. The grant provides an additional guidance counselor who supports MS students in career development.</p>
At-risk Services provided by the School Psychologist	<p>□ Our school Psychologist provides intervention services for students and families on as needed basis. This service will identify emotional, social, or neurological factors that impede student perform and provide prescriptive measures for additional students where services are required. The school Psychologist works with the Pupil Personnel Team to monitor students in need of academic intervention services. She consults with classroom teachers to promote and set-up modifications. She also meets with parents to provide a</p>

	variety of options/ modifications they can use to support their child/children.
At-risk Services provided by the Social Worker	The Social Worker works with the Pupil Personnel Team to monitor students in need of academic intervention services. She consults with parents to provide a variety of options on how they can support their child/children and their family. Recommendations to outside agencies are made, as needed. At part of the federal C3 grant, a part-time social worker meets with our students to support social/emotional and leadership skills.
At-risk Health-related Services	The 504 committee assesses and processes all medical requests; helps with modifications and accommodations for students. The occupational therapist, physical therapist and speech therapist will observe and/or work with students in a one to one or small group setting, on an as needed basis.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Peggy Miller	District 25	Borough Queens	School Number 499
School Name PS/IS 499Q			

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

Principal Helene Jacob	Assistant Principal Vivecca Lamourt
Coach Jennifer Nigro	Coach
ESL Teacher Jennifer Yonkers	Guidance Counselor Steven Adinfoli
Teacher/Subject Area Jennifer Nigro, AIS teacher	Parent
Teacher/Subject Area	Parent Coordinator Lora Rowe
Related Service Provider	Other
Network Leader	Other

C. Teacher Qualifications [i](#)

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

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

D. School Demographics

Total number of students in school	478	Total Number of ELLs	19	ELLs as share of total student population (%)	3.97%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Upon registration, an interview is conducted with all new admits by a certified pedagogue. When necessary, translation is available for parents during this process. Parents are given a Home Language Information Survey (HLIS) form in their native language. If the Other Than English Language Exposure (OTELE) code designation on the HLIS form is not English and it is the student's first time in the New York City Department of Education School system, parents are notified their child will be administered the LAB-R within the first ten days of school. If a student is unable to pass the LAB-R examination, they are identified as an English Language Learner (ELL). Students who are unable to pass the LAB-R and speak Spanish are administered the Spanish LAB. At the end of the testing period, parents are notified immediately that their child is eligible for ELL services. At this time, the ESL teacher sends home a Program Selection Survey, Program Selection form and brochure. Parents are then invited to attend a parent orientation. If the forementioned forms are not returned at or before the orientation meeting, outreach is conducted by the ESL teacher. Translators are used as needed.

Within ten days, a parent orientation meeting is conducted by the ESL teacher, parent coordinator and the assisant principal. At this meeting, parents are informed of all the programs available to support ELL achievement for their children (Transitional Bilingual Education, Dual Language and Free Standing English as a Second Language) and watch a video explaining all three choices in their native language. Meeting facillators emphasize that all three programs offer language development and rigor in academics subjects while the amount of instructional time spent in English and the native or target language differ. After the parent orientation meeting, entitlement letters are distributed the next school day based upon responses to the Parent Surveys and Program Selection forms. When Free Standing English as a Second Language is indicated on the Parent Survey, ELL students are immediately placed in a Free Standing ESL program after the distribution of entitlement letters. If either Transistional Bilingual Education and Dual Language is indicated on the Parent Survey, outreach is conducted to find a school with one of these programs.

Based upon review of past Parent Surveys and Program Selection Forms, parent choice has traditionally been to reject Transitional Bilingual Education and Dual Language programs and instead participate in the Free Standing English as a Second Language program currently offered by our school to best meet the needs of our small ELL population. Parents apply to our school via a lottery often after research of the programs and services currently housed within the building.

Each spring, all ELLs are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT Eligibility roster (RLER) for students eligible for NYSESLAT is used to ensure all ELLs are administered the NYSESLAT. The NYSESLAT measures four components; Listening, Speaking, Reading and Writing. The NYSESLAT is administered in small groups over the course of several days. Each September, Entitlement letters are distributed to alls ELLs based upon results of the NYSESLAT administered in the spring. The RLAT report is used to determine entitlement for ELL services. ELLs who did not pass the NYSESLAT receive Continued Entitlement Letters. These letters indicate individual scores as well as units of English as a Second Language (ESL) instruction. Students who passed the NYSESLAT receive Nonentitlement English Proficient Letters. Entitlement Letter records are maintained by the ESL teacher and copies are placed in each student's cumulative record folder.

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●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	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														0
Push-In	5	1	1	3	2	4	2	1						19
Total	5	1	1	3	2	4	2	1	0	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	7
SIFE		ELLs receiving service 4-6 years	6	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									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE				1		1				1
Dual Language										0
ESL	13		3	5		2				18

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
Total	13	0	3	6	0	3	0	0	0	19
Number of ELLs in a TBE program who are in alternate placement: <u>1</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1		1	1		2	1							6
Chinese	2			1	2	2	1							8
Russian														0
Bengali														0
Urdu		1		1				1						3
Arabic														0
Haitian														0
French														0
Korean	1													1
Punjabi														0
Polish														0
Albanian														0
Other	1													1
TOTAL	5	1	1	3	2	4	2	1	0	0	0	0	0	19

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Currently, our school utilizes a pull out ESL program to serve our relatively small ELL population. ELL students are heterogeneously (mixed proficiency levels) grouped based upon grade level. A fully certified ESL teacher serves 12 English Language Learners in regular education classes and 7 English Language Learners in self-contained Special Education classrooms. At this time, there are no SIFE students (Students with Interrupted Formal Education). All our ELLs have received their formal education in English and do not know how to read or write in their native languages. Similarly, they all speak English and do not need verbal support in their native languages.

All ELLs are held to rigorous academic standards and will receive the mandated number of hours in all subject areas including ESL instruction. The ESL teacher uses the results of the LAB-R, as well as, the New York State English as a Second Language Achievement Test (NYSESLAT) to determine whether students receive 180 or 360 minutes of ESL per week. Formal and informal assessments (i.e., Acuity, TC assessment reading levels, state exams, etc.) will be used to develop and deliver content-area based lessons using ESL methodology and teaching strategies. Lessons will be designed to promote critical thinking, problem solving, and effective communication through oral and written language. One way teachers differentiate learning for ELLs, is through the development of learning goals that address student needs in each subject area based on analysis of student assessment data. Articulation between the classroom teacher and the ESL teacher will ensure ESL students receive instruction aligned with the NYS learning standards in all academic core subjects. The ESL teacher and classroom teacher work collaboratively to strengthen and expand speaking, listening, reading, and writing skills of all ELLs. Together they collaborate to plan explicit lessons that teach content, specific skills and strategies that meet student needs based on formal and informal assessments. ESL strategies include Total Physical Response (TPR), whole language, small group and individual instruction, working with computers (graphic representation), pictorial and realia support, manipulatives, and scaffolding to support new learning.

ELLs participate in Teachers College Readers and Writers Workshops with the direct assistance of the ESL teacher. The workshop model has differentiation embedded within the curriculum through the use of think-aloud, guided practice, teacher modeling, individual conferences, etc. During the balanced literacy block and pull out ESL sessions, ELLs participate in accountable talk using strategies such as think-pair-share and brainstorming. At these times, guided reading groups are also facilitated by the ESL and classroom teachers. In these guided reading groups, an emphasis is placed upon concept acquisition through social interaction. ELL students are encouraged to explore new vocabulary, attempt oral communication and clarify knowledge through the exchange of ideas with a reading partner. During reading activities, the ESL and classroom teachers model good reading strategies such as re-reading for detail, predicting and clarifying unknown words through the use of think aloud strategies. In addition, ELLs are taught to look for picture and context clues to find and support meaning of text, develop and use graphic organizers to organize ideas, and to talk to the text to monitor their comprehension.

A. Programming and Scheduling Information

Emphasis is placed on sentence structure, tense usage and vocabulary. Through word work, the ESL teacher pre-selects and pre-teaches new vocabulary, points out new usages of familiar words and teaches ELL students synonyms as well as idioms. The ESL teacher uses strategies such as a vocabulary circle and concept maps to promote the development of new vocabulary. Personal dictionaries are also developed by ELL students. During writing workshop, ELLs are also explicitly taught writing strategies and skills that will help them improve their English language skills as well as their writing techniques. Concept maps are used as a pre-writing tool. ELL students use these maps to organize thinking and brainstorm ideas before writing. ELL students are also taught to use elaboration prompts to add volume to their writing. ELL students also use personal dictionaries during writing time to strengthen vocabulary skills.

Our school uses Everyday Mathematics and Impact Math which offers opportunities for differentiation through use of games, manipulatives and group projects based upon skills and level. ELLs master scientific literacy by modeling scientific methods of investigation through a “hands-on” approach workshop model that is supported by the FOSS science program. This model of study includes collaborative learning, student discourse and embedded assessment. Following to the NYC Social Studies Core Curriculum and the NYS Social Studies Standards, ELLs are supported by the use of children’s literature, classroom social studies library and trade books. Assignments for ESL students are modified through the use of word banks, thinking maps and picture cues. Field trips, school sponsored presentations and cultural organizations, also, enhance social studies curriculum and the learning for ELLs.

ESL instruction is differentiated for ELL subgroups. For newcomers (students with less than three years in the US school system) ESL instruction focuses heavily on the acquisition of BICS (Basic Interpersonal Communicative Skills) in addition to the methods mentioned above. Newcomers are immersed in language rich activities throughout the school day. Assignments are modified for these students using word banks, picture cues and concept maps. Newcomers are paired with a class buddy, preferably one who speaks the same native language. The ESL teacher and classroom teacher meet frequently to monitor progress for these students as well as modify and adjust lessons and classroom activities. For students with 4-6 years of ESL instruction, the focus of ESL instruction shifts to the acquisition of CALP (Cognitive Academic Language Proficiency). Based upon NYSESLAT results, ESL instruction emphasizes the areas of reading and writing. ELL students in the subgroup will be asked to think, talk, read and write about content in addition to the methods listed above. At this time, we have no Long-Term English Language Learners or SIFE students. In the case that a SIFE student is admitted into our school, there are systems in place to offer that student additional instructional support from the ESL teacher. ELLs with special needs receive daily phonics and word work instruction through the Wilson based Foundations program in addition to the methods mentioned above. The classroom teacher utilizes concepts maps across the curriculum to promote acquisition of skills. The ESL teacher, who is also certified in Special Education, modifies lessons using strategies such as repetition of instruction, reduced task length and shortened directions to meet the needs of students in this sub-group.

Courses Taught in Languages Other than English ⓘ

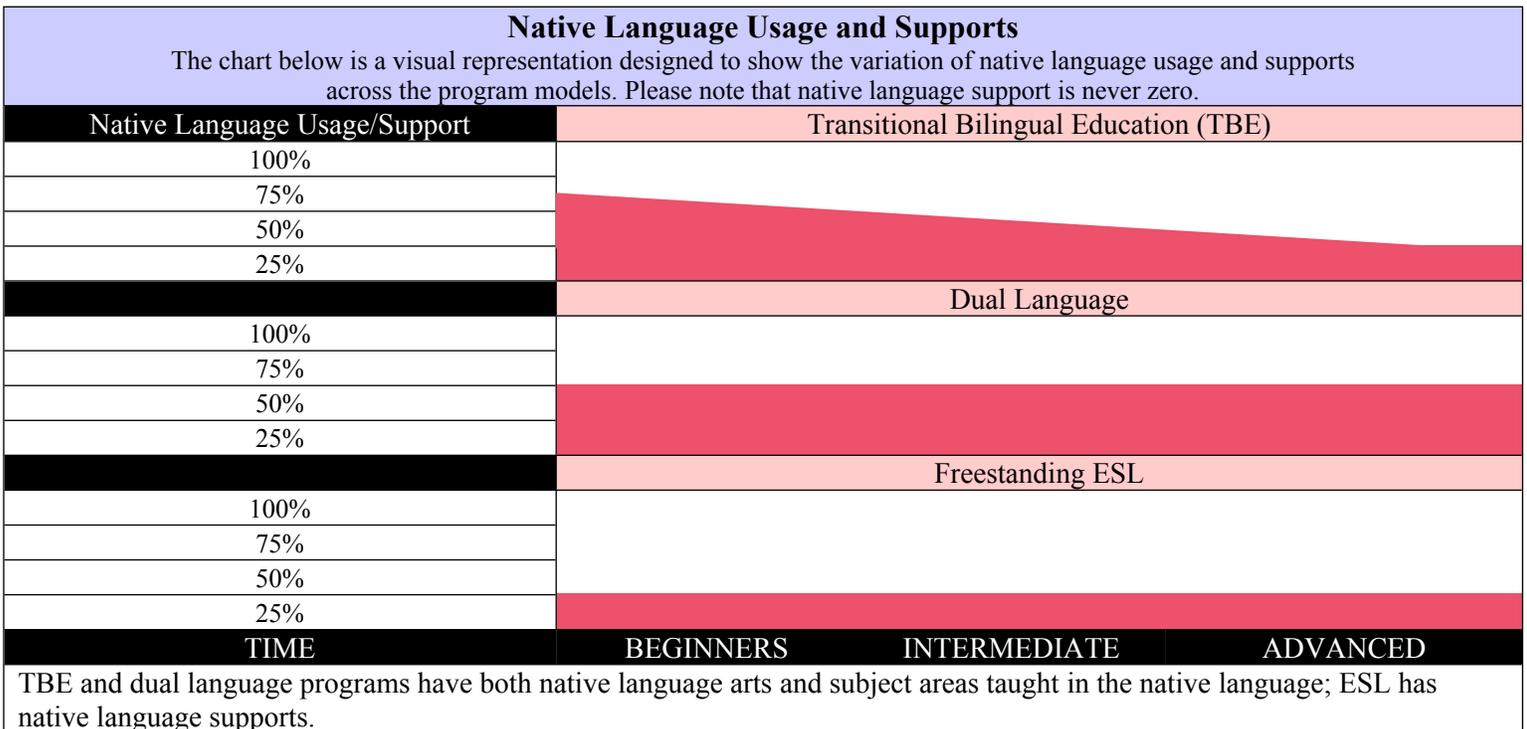
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

B. Programming and Scheduling Information--Continued

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

Our school offers a range of intervention services in the areas of ELA, math and other content areas. During the school day, classroom teachers use Tier 1 Intervention Plans to support students through differentiated instruction and research based modifications from the Pre-Referral Intervention Manual. In addition to this, the Academic Intervention Services (AIS) teacher utilizes a push in program to support classroom teachers during reading workshop. The AIS teacher facilitates guided reading groups during this time. Special Education Teacher Support Services are offered to at risk students during the school day. This pull out program provides students with extra support in the areas of reading, writing and math. The special education teacher facilitates guided reading groups, conducts strategy lessons, provides small group instruction and one-to-one conferencing during this time. All ELL students stay for the extended day program. At this time, students are offered extra literacy instruction that focuses on improving comprehension skills and reading ability as well as differentiated instruction in mathematics. Students who have passed the NYSESLAT examination and newly enrolled ELL students are closely monitored and supported. They receive Academic Intervention Services as needed. Former ELLs receive testing accommodations for NYS assessments up two years after passing the NYSESLAT.

All ELLs participate and are included in all school programs. During the school day, all students, including ELLs, participate in our visual arts program. All ELLs are exposed to aesthetic learning through our partnership with Lincoln Center Institute. All grade 4 students, including ELLs, play the recorder. All students in grades 5-8, including ELLs, learn a foreign language and are given the opportunity to play an instrument. ELLs in middle school participate in a talent period, where students can learn dance or explore artistic ability. All ELLs are offered the opportunity to attend our academic after school program as well as any other after school programs offered. Instructional materials used in our school are leveled libraries, word walls, big books, listening libraries, computers, i- books, the internet, smart boards, elmos, etc. All instructional materials correspond to ELLs ages and grade levels.

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)?

Not applicable

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.

ELL personnel receive continuing professional development through workshops provided by our CFN and in-house professional

D. Professional Development and Support for School Staff

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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.

ELL personnel receive continuing professional development through workshops provided by our CFN and in-house professional development. In addition, the ESL teacher attends all monthly ELL liaison meetings facilitated by our CFN (Children's First Network). The ESL teacher is also attending seven workshops offered by Teachers College Inclusive Classrooms Project to explore ways to value and welcome ELLs to the classroom in authentic ways by connecting to principals of Universal Design for Learning. The ESL teacher will attend all other applicable workshops provided by the DOE.

Classroom teachers receive differentiated professional development to support instructional learning environment for ELLs. The assistant principal, who was a staff developer for bilingual and ESL teachers, provides staff support via observations and professional conversations for all staff members. The ESL teacher also regularly meets with classroom teachers to discuss student needs, plan lessons, and set appropriate learning goals for ELLs with ESL strategies that develop content area skills. Last year, several teachers received training from our CFN 207 instructional coach focused around improving and building academic language for ELLs. This work continues this year through teacher team inquiry work. Teacher inquiry teams meet weekly and study methodologies to support ELLs under the guidance of the ESL teacher. In March, a faculty conference will be devoted to providing teachers with an understanding of the demands of the NYSESLAT. Teachers are provided support to assist ELLs as they transition from elementary to middle school through workshops offered by our CFN. In addition, on-site support from the ESL teacher focuses on the building of academic language that will help ELLs experience success as they transition. All pedagogues have completed Jose P training or coursework that meets Jose P requirements. The school maintains proof of completed training hours.

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?

Our school has a very small number of ELLs or parents that need any extra support because they are unable to understand English as determined by the RAPL ATS report. All our ELL parents are included in our mainstream parent activities. Data from the School Survey is used to plan for parent engagement and outreach. Workshops and activities are provided based upon feedback from the parent community gathered informally and formally. Listed below are examples of some of our in-house parent involvement activities:

- ELL Parent Orientations (Sept.)
- Curriculum Orientation (Sept.)
- Lincoln Center Institute Family Events (fall/spring events)
- Parent Teacher Conferences
- School Sponsored Workshops (i.e. HS application process, School Safety, Test Prep, ARIS parent link)
- PTA meetings
- Writing Celebrations
- Coffee and Conversations with the Principal
- Science Fair
- Music/Art Festival
- Multicultural School Events

Our Parent Coordinator directly contacts parents that need information translated and arranges for staff members, who speak other languages, to communicate directly with parents when there is a need. NYC translated services are also utilized when needed. Also, all parents are notified of city-wide parent events

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	1			3	2							8
Advanced (A)	4			2	1	1		1						9
Total	5	1	1	3	2	4	2	1	0	0	0	0	0	19

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

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

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

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

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Our school uses a range of data to monitor ELLs, as well as, former ELLs. Early literacy skills are monitored using TCRWP, Words Their Way assessments, NYSESLAT and LAB-R exam scores. This data provides insights into reading comprehension, phonics and decoding, writing, listening and speaking skills of ELLs. Teachers use this data to differentiate instruction through guided reading groups, strategy lessons and one-to-one conferencing. Teachers in the upper grades use ACUITY periodic assessments, TCRWP, NYS and NYSESLAT exam scores to monitor progress and guide instruction for ELL students. At this time, we do not use ELL periodic assessments. However, ELLs in grades 3-8 are monitored periodically using ACUITY periodic assessments as well as TCWRP assessments.

Patterns in proficiency levels for the NYSESLAT reveal that ELLs in our school score relatively well in regards to the listening and speaking portion of the test. The NYSESLAT combined Modality Report (RNMR) was used to determine areas of strengths and weaknesses for ELLs. In all grades, except students currently in first and sixth grades, students scored higher on the listening and speaking portion of the NYSESLAT and lower on the reading and writing portion. For students currently in first grade, there was no variation between reading/writing and listening/speaking levels; the level for combined modalities were the same. For those currently in second through fifth grades, all students scored higher on the listening/speaking portion and lower on the reading/writing portion. For students currently in seventh grade the opposite held true. Scores for reading/writing were higher than the scores for listening/speaking. The ESL teacher examined this data and shared information with classroom teachers of ELLs. Based on these results, ESL instruction will place a emphasis on the areas of reading and writing for second through fifth grade. ESL instruction for first grade will place equal emphasis on the areas of reading, writing, listening and speaking. In seventh grade, ESL instruction will focus on listening and speaking. The ESL teacher provides indirect services to the classroom teacher in order to incorporate ESL methodologies and techniques into classroom practice.

Additional Information

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

Part VI: LAP Assurances

School Name: <u>499</u>		School DBN: <u>207</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Helene Jacob	Principal		10/14/11
Vivecca Lamourt	Assistant Principal		10/14/11
Lora Rowe	Parent Coordinator		10/14/11
Jennifer Yonkers	ESL Teacher		10/14/11
	Parent		
Jennifer Nigro, AIS teacher	Teacher/Subject Area		10/14/11
	Teacher/Subject Area		
	Coach		
	Coach		
Steven Adinolfi	Guidance Counselor		10/14/11
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q **School Name:** 499

Cluster: 2 **Network:** 207

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.

Information on translation needs was gathered from the following:

- a. RHLA- ATS report showing the school's home language data gathered from the HLIS forms
- b. Blue Card- parents state language preference for home-school communication and information is put into ATS
- c. RAPL- ATS report showing the language preference of parents based on information from the Blue Cards
- d. Teacher Input

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.

The school has 478 students. 74.6% of parents prefer oral and written communication in English. 9.8% of parents prefer oral or written communication in Chinese or Mandarin. 3.97% of parents prefer oral or written communication in Bengali. 3.35% of parents prefer oral or written communication in Urdu. 1.88% of parents prefer oral or written communication in Spanish. 1.4% of parents prefers oral or written communication in Korean. 1.8% of parents prefer oral or written communication in Arabic, Hindi, Pashto, Japanese, Vietnamese, Bhilli or Galla.

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.

With the majority of our parents speaking English, communication with parents has not proven to be the challenge most NYC schools are faced with. Currently, 25.4% of parents in our school prefer a language other than English in either written or spoken form. Written communication is provided in three main languages: English, Chinese, and Spanish. All written translations are provided by a combination of staff members, parent volunteers, and DOE translation services. The school has developed a Family Guide informing parents of all school policies, practices, and happenings. The guide has been translated into several languages including Spanish, Chinese, and Urdu. During Parent/Teacher conferences, parents will have the opportunity to call the DOE Translation Hotline for on the spot translation.

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.

Oral interpretation services are provided by school personnel, when needed. School Messenger is purchased to directly inform parents, by phone in three different languages, English, Spanish and Chinese, of any events happening in the school. DOE translation services will be available for Parent-Teacher Conferences.

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

The school will determine the primary language of a household using the HLIS, the blue card, and teacher feedback. The school will provide all family households with translated documents for centrally produced communications and student specific critical documents. Parents will be notified of their rights for language assistance with a copy of the Bill of Rights and Responsibilities in their primary language, if it is a covered language. The Administration, Parent Coordinator, classroom teacher and school personnel in the main office will ensure in-house interpretation and translation services are provided when required as per the Chancellor's Regulations A-663.