



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: ROLAND HAYES I.S. 291

DBN : 32K291

PRINCIPAL: JACQUELINE ROSADO

EMAIL: JROSADO3@SCHOOLS.NYC.GOV

SUPERINTENDENT: LILLIAN DRUCK

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Jacqueline Rosado	*Principal	
Shaneika Johnson	*UFT Chapter Leader	
Kathy Gonzalez	*PTA Vice-President	
Dellanira Rodriguez	PTA Secretary	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Martina Stanislas	Chairperson	
Jaime Morales	Member / Teacher	
Ivan Rivera	Member / Teacher	
Lucille Robles	Member / Parent	
Helena Green Brantley	Member / Parent	
Johnny Morgan	Member / Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

NYSED/NYCDOE Joint Intervention Team Report and Recommendation April 2011, Page 7:

“The school leader work with the network to fill vacancies for ELA, students with disabilities, and mathematics with highly qualified, licensed and effective teachers.”

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

____ 2.2 School leader’s vision

 X 2.4 School leader’s use of resources

____ 2.3 Systems and structures for school development

____ 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 School leaders will make strategic decisions concerning human, programmatic, and fiscal capital in order to ensure that the school is staffed with 95% highly qualified teachers.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- strategies/activities that encompass the needs of identified student subgroups,
- key personnel and other resources used to implement these strategies/activities,
- identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
- timeline for implementation.

Strategies/Activities:

- Work very closely with the Network HR Director to ensure that teachers and new hires are highly qualified and licensed.
- The principal will create an instructional cabinet comprised of APs, lead teachers, and instructional leads.
- The principal and APs will use *Danielson’s Framework for Teaching* to establish a standard for effective teaching.
- School leaders will perform frequent cycles of walkthroughs (informal) as well as formal observations for teachers and provide teachers with timely and actionable feedback to improve their pedagogy.

- School leaders will collaborate with teachers to create professional teaching goals that will improve teacher effectiveness.
- School leaders will provide teachers with targeted professional development based on identified trends from observations in areas specific to their needs to support teachers and improve teacher effectiveness.
- Provide Professional Development for the Instructional Cabinet in order to support their work with teachers around intervention strategies so that they can support teachers.
- Teachers will collaborate in teacher teams to improve their use of instructional strategies for all students.
- School leaders will collaborate with teachers to inventory all available resources in order to prioritize the purchase of additional resources that will focus on instructional deficits.
- A highly qualified teacher will be hired for the SAVE room and will incorporate instruction for students that are reassigned to the SAVE room.
- The Principal will work with local politicians and community organizations in order to find additional resources to expand the use of technology in all classrooms which teachers will use to enhance instruction.
- School leaders will ensure that all teachers working with English Language Learners and students with disabilities work collaboratively with content area teachers during teacher team meetings.
- School leaders will ensure that classes in all grades utilize the same CCLS aligned curriculum, materials, and resources in order for students to achieve academic success in their current grade and beyond.
- The Assistant Principal in charge of English Language Arts will work with the Lead Teacher and the Network Achievement coach in order to produce a model ELA classroom.
- The Math Lead Teacher and the Network Achievement coach will create to a model Math classroom.
- School leaders will arrange for inter-visitation of model classrooms, so that teachers will be able to directly observe best practices and effective teaching.
- Highly qualified/effective teachers will be used to staff extended day programs to supplement instruction for 150 targeted students.

Target Population(s): Six hundred students in grades 6-8 including SWDs, ELLs, and the 150 targeted students for supplemental instruction, all teachers including ESL teachers servicing ELLs, and Special Education teachers servicing ELLs.

Responsible Staff Members: Principal, Two Assistant Principals, CFN Team, & external Consultant Professional Developer. All teachers will be incorporated into the decision-making process. All information will be shared with teachers via the SLT, Instructional Cabinet Meetings, Faculty Conferences, Teacher Team Meetings, Department Meetings, and individual meetings with School Leaders.

Implementation Timeline: September 2012 – June 2013

Monitor and Revise/Adjust: School Leaders will monitor progress throughout the year towards meeting the annual goal and will make any necessary

adjustments or changes to the action plan.

- September 2012-October 2012: School Leaders will review *Danielson's Framework for Teaching* and establish a common lens, and distribute teacher supervision for walkthrough observation schedule. School leaders support teachers in the creation of professional goals to begin the formulation of strategic PD plans.
- November 2012-December 2012: School leaders will review progress of observations and make adjustments/renorm as necessary.
- March 2013: Re-evaluate teacher effectiveness, progress, and goals and provide additional support as necessary.
- June 2013: Conduct a needs assessment for next school year.

The above will be funded as outlined in the next section of this document. The entire student body will be impacted including students in all subgroups with 150 students targeted for additional support. The entire teaching staff will be impacted, as well as 20 teachers selected to teach supplemental programs. Extended day will be total 13 hours per week. OTPS will be used for instructional supplies and consumables and/or PD for staff. Priority fund monies will be allocated to purchase equipment to be utilized during the Expanded Learning Program (Read and Succeed). Library books and additional technology will be purchased to support the work.

Professional development for supervisors:
25 Days = PF Title I Galaxy Allocation

Extended Day = 77 hours
Teacher Per Session = 6 hours per week
3 Sessions x 2 hr. x 12 weeks x 11 teachers x per session = P/F Title 1 Galaxy Allocation
Supervisor Per Session
3 Sessions x 2 hr. x 1 supervisor 12 weeks x per session = P/F Title 1 Galaxy Allocation

Rising Hawks Program = 18 hours
Teacher Per Session = 2 hours per week
2 Sessions x 1 hour x 9 weeks x 6 teachers x Per Session = P/F Title I Galaxy Allocation
2 Sessions x 1 hour x 9 weeks x 1 supervisor x Per Session = P/F Title I Galaxy Allocation

Saturday Program – ELA & Math 27 Hours
Teacher Per Session = 3 hours per week
9 Sessions x 3 Hours x 9 weeks x Per Session = P/F Title I Galaxy Allocation
9 Sessions x 3 Hours x 9 weeks x Per Session = P/F Title I Galaxy Allocation

Budget and resource alignment

- Indicate your school's Title I status: **X School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title IA Title IIA X Title III Set Aside X Grants X Other-describe here: P/F Title I

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I ARRA Fund, Title III, NYSTL and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:

Title I: Professional Development Consultant and Professional instructional materials

These funds are consolidated with other funding streams and are utilized to fund after school programs, additional teachers for staff development and academic intervention services. Title I SWP enables us to fund consultant staff developer(s), a licensed librarian, and a percentage of an Assistant Principal. Title I SWP fund per diem days for teachers to attend staff development, and for inter-visitations; NYSTL funds are used to provide us with materials in all curricula areas; IDEA provides funding for collaborative team teachers and IEP paraprofessionals; Fair Student funding provides us with funding for a pull-out and push-in ESL teacher; Title III enables us to provide additional after school programs for the ELL and parent workshops for their parents and materials to enhance the curriculum. These funds also support teacher teams looking at student work to improve teaching practices in all content areas.

Title I, Title III, et al programs are conceptually consolidated and monitored for the coordination to ensure that the guidelines of each funding source are adhered to. Federal, State, and local funds, services and programming are integrated to ensure that there is no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups) can be provided with services to expedite their progress towards meeting state performance standards.

Given the demands of the Common Core Learning Standards, our school leaders will work to ensure that all instructional programs are carefully monitored and evaluated for effectiveness. Student sub-groups will be serviced and assessed based on their identified areas of academic need. Programs supported by NCLB are designed to ensure equity of service for all eligible students and student groups, additional instructional support is given to ensure and promote academic success. Additional support includes:

- Work with an external consultant that will provide support to school leaders around the monitoring of quality instruction.
- Work very closely with CFN in all areas.

- Provide Professional Development to all teachers that will support their work with the curriculum.
- 37 1/2 Minutes/Extended Day session services all Level 1 and Level 2 students who are mandated or voluntary. These sessions are scheduled from Monday-Wednesday where teachers work on skills based on students' data.
- Title III, ELL program, where students are provided with small group instruction two times a week on Tuesday and Thursday from 3:00 p.m. to 5:00p.m.
- Morning instruction (Rising Hawks) from 7:00am – 8:00am where the emphasis is on writing and Mathematics enrichment.
- Expanded Learning Time will be offered Monday – Wednesday from 2:20pm – 4:00pm. Afterschool instruction for targeted students based on academic need. (Read and Succeed Program for ELA and Mathematics)
- The Beacon Program services the entire school and neighborhood community in the evenings and on weekends. Homework helper, reading/math programs are offered as well. A full schedule of sports, arts and crafts and dance are also accessible to students.
- Continue to schedule common planning times for all core content areas.
- Provide Professional Development for the Instructional Cabinet in order to support their work with teachers around intervention strategies.
- With our continued partnership with Brooklyn College, our entire student population will benefit from creative programs designed to inspire and motivate academic excellence. Students will be given the opportunity to visit the Brooklyn College Campus and learn how they can overcome obstacles and become college graduates.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

NYSED/NYCDOE Joint Intervention Team Report and Recommendation April 2011.

The NYSED/NYCDOE Joint Intervention Team Report and Recommendations vaguely identifies the need for a more structured way to ensure teachers are collaborating across all disciplines and ensure that all professional collaborations incorporate the arts, technology, and other enrichment opportunities in order to establish a clear instructional focus that will result in student achievement.

Quality Review 2009-2010, Page 4:

“Enhance the work of teacher teams to ensure that all professional collaborations establish a clear instructional focus and result in the adjustment of classroom practice to improve student learning outcomes.”

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all content area teachers across grades 6-8 will collaborate in teams to create two CCLS aligned units which will incorporate the arts, and technology, to implement during the school year.

Instructional strategies/activities

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

Strategies/Activities:

- School leaders will ensure that teacher team meetings are structured in a way that facilitates the collaboration across all content areas including

technology and the arts.

- School leaders will work with the Instructional Cabinet in order to build capacity so they are prepared to guide teacher teams in writing and adjusting curriculum maps and lead teacher inquiry.
- School leaders will provide PD to establish protocols for effective teacher team meetings and inquiry.
- School leaders will monitor the use of these protocols in order to evaluate its effectiveness by attending meetings, reviewing agendas/minutes and collaborating with the instructional leads that facilitate the meetings.
- School leaders will collaborate with the Instructional Cabinet to ensure that teacher team meetings are impacting curriculum and student achievement.
- School leaders will ensure that curriculum maps are similar in structure in order to aid in the integration of enrichment activities into content areas.
- School leaders and teachers will ensure that all tasks are adapted to meet the needs of English Language Learners and students with disabilities as determined by teachers collaborating and analyzing student work.
- Upon careful analysis teachers will continuously write and adjust curriculum maps to reflect the needs of their students based on student assessments and analysis of student work.
- School leaders and teachers will continuously look for opportunities to enrich and expand the curriculum in order to maximize student engagement.

Target Population(s): All students including LEP-SWDs, all teachers including ESL teachers servicing ELLs, Special Education teachers servicing ELLs.

Responsible Staff Members: Principal, Assistant Principals, CFN, & external Consultant Professional Developer. All teachers will be incorporated into the decision-making process. All information will be shared with teachers via the SLT, Instructional Cabinet Meetings, Faculty Conferences, Teacher Team Meetings, Department Meetings, and individual meetings with School Leaders.

Implementation Timeline: September 2012 – June 2013

Monitor and Revise/Adjust: After each interim assessment period, the school will calendar days to monitor progress towards meeting the annual goal and will make any necessary adjustments or changes to the action plan, if applicable.

- September 2012-October 2012: Teachers will administer a baseline assessment that provided a starting point for effective monitoring of student progress.
 - Baseline data was analyzed and attention was drawn to the gaps that existed in curricula.
 - Instructional leads facilitated teacher team meetings that focused on identifying strategies, interventions, and targeting specific students and adjusting curricula.

- November 2012: Instructional Leads will monitor progress during team meetings. Analyze data from unit/benchmark assessments administered and hone in on the lack of progress of students (As per the data, targeted students have trouble with academic vocabulary in content areas which prevents students from fully understanding performance tasks and rubrics). Continued instructional walk-throughs to identify trends/areas for improvement in pedagogy (lessons lacked student engagement and interest). Teachers will on developing/modifying additional strategies to support struggling students, develop ways to improve student engagement as well as review and identify additional instructional resources.
- March 2013: Continued monitoring of team meetings and their adjustments to instructional strategies and curricula using student data/student work.
 - Teachers will check progress of specific groups targeted groups (tasks implemented in the classroom and after school programs)
 - Teacher teams will continue to focus on student progress in all content areas
 - Student/Parent meetings with teachers & administrators will be scheduled Targeted students will attend additional morning and afterschool classes in order to provide additional support
 - Instructional walkthroughs will check for the incorporation of the arts, technology, and/or music in the classroom as included the curricula to enhance instruction.

The above will be funded as outlined in the next section of this document. The entire student body will be impacted including students in all subgroups with 150 students targeted for additional support. The entire teaching staff will be impacted, as well as 20 teachers selected to teach supplemental programs. Extended day will be total 13 hours per week. OTPS will be used for instructional supplies and consumables and/or PD for staff.

Curriculum Development Team = 10 Teachers

Teacher Per Session = 120 hours

6 hrs. x 20 Weeks x 10 teachers x Per Session = P/F Title 1 Galaxy Allocation

Supervisor Per Session

2 hrs. x 20 Weeks x Per Session = P/F Title I Galaxy Allocation

Professional Development for Instructional Leads:

5 Days = P/F Title I Galaxy Allocation

Budget and resource alignment

- Indicate your school's Title I status: **X School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title IA Title IIA X Title III Set Aside X Grants X Other-describe here: P/F Title I _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I ARRA Fund, Title III, NYSTL and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:

Title I: Professional Development Consultant and Professional instructional materials

These funds are consolidated with other funding streams and are utilized to fund after school programs, additional teachers for staff development and academic intervention services. Title I SWP enables us to fund consultant staff developer(s), a licensed librarian, and a percentage of an Assistant Principal. Title I SWP fund per diem days for teachers to attend staff development, and for intervisitations; NYSTL funds are used to provide us with materials in all curricula areas; IDEA provides funding for collaborative team teachers and IEP paraprofessionals; Fair Student funding provides us with funding for a pull-out and push-in ESL teacher; Title III enables us to provide additional after school programs for the ELL and parent workshops for their parents and materials to enhance the curriculum. These funds also support teacher teams looking at student work to improve teaching practices in all content areas.

Title I, Title III, et al programs are conceptually consolidated and monitored for the coordination to ensure that the guidelines of each funding source are adhered to. Federal, State, and local funds, services and programming are integrated to ensure that there is no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups) can be provided with services to expedite their progress towards meeting state performance standards.

Given the demands of the Common Core Learning Standards, our school leaders will work to ensure that all instructional programs are carefully monitored and evaluated for effectiveness. Student sub-groups will be serviced and assessed based on their identified areas of academic need. Programs supported by NCLB are designed to ensure equity of service for all eligible students and student groups, additional instructional support is given to ensure and promote academic success. Additional support includes:

- Work very closely with CFN in all areas including the achievement coaches to will provide support to school leaders around the monitoring of quality instruction.
- Provide Professional Development for the Instructional Cabinet in order to support their work with teachers around intervention strategies
- Work with an external consultant that will provide support to school leaders around the monitoring of quality instruction.
- Continue to schedule common planning times for all core content areas.
- Provide Professional Development to all teachers that will support their work with the curriculum.
- Provide extended day learning opportunities to targeted students (i.e., level 1 and 2 students, ELLs, high achievers, SWDs) during which

teachers work on skills identified as areas of need based on students' data.

- Collaborate with the Beacon Program to provide services such as, homework help, reading/math, a full schedule of sports, arts and crafts and dance to students, school and neighborhood community in the evenings and on weekends
- Continue the partnership with Brooklyn College through which the entire student population will benefit from creative programs designed to inspire and motivate academic excellence and inspire postsecondary readiness. Students will be given the opportunity to visit the Brooklyn College Campus and learn how they can overcome obstacles and become college graduates.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

NYSED/NYCDOE Joint Intervention Team Report and Recommendation April 2011, Page 9:

“The school leaders should support the teachers in using assessment information to inform planning and instruction in order to meet the different learning needs of the students. The school leaders should work with the Network to provide PD in the use of data to differentiate instruction. The Assistant Principals, literacy coach and lead teacher for ELA should model good practice so that teachers understand how instruction can be organized and differentiated to meet the different student learning needs.”

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all math teachers in grades 6-8 will utilize the assessment data obtained from benchmark math assessments in order to drive instruction and improve student achievement; as evidenced by a 6% increase on the math benchmark assessments.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - timeline for implementation

Strategies/Activities:

- Teachers will work in teams in order to develop appropriate performance tasks that support the unit of study aligned to CCLS.
- School leaders will monitor the use of teacher common planning sessions (teachers of General Education, Students with Disabilities, and ELLs) to ensure that planning time is used to share effective strategies in addressing the learning needs of all student subgroups in all content

areas.

- Teachers in all content areas will engage in lesson planning clinics provided by CFN and external consultants that will focus on the use of the workshop model to delivering explicit instruction as created in lesson plans based on assessment data and incorporating specific strategies based on student needs as identified by assessment data. All lessons will be aligned to the Common Core Learning Standards.
- Teacher inquiry teams will identify student entry points based on assessment data and identify appropriate resources needed by targeted student subgroups or extended learning opportunities for targeted students.
- Teachers will incorporate scaffolding, graphic organizers, various groupings, individualized instruction in order to support students in their point of entry.
- School leaders will secure differentiated professional development training sessions designed to address the specific needs of teachers to support content knowledge, i.e., implementing ESL strategies, using the workshop model. Other strategies will be incorporated such as including visuals in word walls and using IMPACT Math Hot Words/Hot Topics and stimulating student accountable talk during work periods to promote vocabulary acquisition, and checking for understanding as students ‘share-out’ at the conclusion of lessons.
- Administrators will monitor the implementation of these lesson plans in order to measure the effectiveness of teacher practice and the planning of coherent instruction (*Danielson 1e*) in utilizing the strategies used to address the targeted areas for improvement as identified by students’ assessment data. This will occur by using frequent cycles of observations and providing teachers with timely and actionable feedback which will in turn be used to further identify areas for teacher development and training.
- Lessons will be assessed for student engagement in order to adjust areas in the curriculum and future lessons.
- Support teachers in utilizing individual student data that will allow them to tailor instruction to meet the unique needs of their students.
- Require teachers to use data to set instructional goals and create action plans that address the needs of their students.

Target Population(s): All students including LEP-SWDs, all teachers including ESL teachers servicing ELLs, Special Education teachers servicing ELLs.

Responsible Staff Members: Principal, Assistant Principals, CFN, & external Consultant Professional Developer. All teachers will be incorporated into the decision-making process. All information will be shared with teachers via the SLT, Instructional Cabinet Meetings, Faculty Conferences, Teacher Team Meetings, Department Meetings, and individual meetings with School Leaders.

Implementation Timeline: September 2012 – June 2013

Monitor and Revise/Adjust: After each interim assessment period, the school will calendar days to monitor progress towards meeting the annual goal and will make any necessary adjustments or changes to the action plan, if applicable.

- September 2012: Teachers administer a baseline assessment to provide a starting point for student levels and begin effective monitoring of student progress. Baseline is analyzed and areas for improvements in Mathematics are identified. Data is shared and instructional leads facilitate teacher team meetings that focused on identifying strategies, interventions, and targeted students.

- November 2012: Instructional Leads will monitor teacher team meetings and analysis of administered unit and benchmark assessment data. Student progress or lack thereof is identified. An area of concern; academic vocabulary in content areas prevents students from fully understanding performance tasks and rubrics. Another area of concern as identified during instructional walk-throughs is student engagement. Therefore, teacher teams will focus more closely on developing additional strategies to support struggling students, student engagement, and identifying additional resources.
- March 2013: Evaluate above, make adjustments as necessary and identify additional students that are struggling, schedule student/parent meetings with teachers & administrators. Register targeted students for additional morning and afterschool classes in order to provide additional support. Teacher teams will continue to analyze benchmarks data and focus on student progress in all content areas.
- June 2013: Assess student progress on final grade cumulative math assessment to evaluate impact of above. Begin reviewing math curriculum for adjustments.

The above will be funded as outlined in the next section of this document.

Budget and resource alignment

- Indicate your school’s Title I status: **X School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I ARRA Fund, Title III, NYSTL and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:

Title I: Professional Development Consultant and Professional instructional materials

These funds are consolidated with other funding streams and are utilized to fund after school programs, additional teachers for staff development and academic intervention services. Title I SWP enables us to fund consultant staff developer(s), a licensed librarian, and a percentage of an Assistant Principal. Title I SWP fund per diem days for teachers to attend staff development, and for intervisitations; NYSTL funds are used to provide us with materials in all curricula areas; IDEA provides funding for collaborative team teachers and IEP paraprofessionals; Fair Student funding provides us

with funding for a pull-out and push-in ESL teacher; Title III enables us to provide additional after school programs for the ELL and parent workshops for their parents and materials to enhance the curriculum. These funds also support teacher teams looking at student work to improve teaching practices in all content areas.

Title I, Title III, et al programs are conceptually consolidated and monitored for the coordination to ensure that the guidelines of each funding source are adhered to. Federal, State, and local funds, services and programming are integrated to ensure that there is no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups) can be provided with services to expedite their progress towards meeting state performance standards.

Given the demands of the Common Core Learning Standards, our school leaders will work to ensure that all instructional programs are carefully monitored and evaluated for effectiveness. Student sub-groups will be serviced and assessed based on their identified areas of academic need. Programs supported by NCLB are designed to ensure equity of service for all eligible students and student groups, additional instructional support is given to ensure and promote academic success. Additional support includes:

- Work CFN and an external consultant to provide support to school leaders around the monitoring of quality instruction.
- Work very closely with CFN in all areas to provide professional development to all teachers that will support their work with the curriculum and strategies for students. Include the Instructional Cabinet in the professional development in order to enable them to better support teachers.
- Extend instructional time for targeted students based on academic need; Level 1 and Level 2 students, ELLs, high achieving students (selected for enrichment). Extended instruction will take place in the AM, after school and on Saturdays.
- Collaborate with the Beacon Program to provide services (i.e., homework helper, reading/math, sports, arts and crafts and dance) for students and the entire school and neighborhood community in the evenings and on weekends.
- Continue to schedule common planning times for all core content areas teachers.
- Provide Professional Development for all teachers that will support their work with the curriculum.
- Continue the partnership with Brooklyn College, to inspire and motivate students towards academic excellence and postsecondary readiness through visiting Brooklyn College Campus and learning how they can overcome obstacles and become college graduates.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

NYSED/NYCDOE Joint Intervention Team Report and Recommendation April 2011, Page 3:

“Intervention and enrichment activities outlined in the 2009-2010 curricula should be reassessed for inclusion in the new 2011 ELA curriculum document. The document should focus on learning activities that specifically address the needs of struggling students, especially ELLs and students with disabilities.”

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, ELA interdisciplinary units of study will include multiple entry points to promote learning for ELLs and SWDs that include considerations to students’ social and emotional development, as evidenced in the curriculum.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - timeline for implementation.

Strategies/Activities:

- Teachers will work in teams in order to develop appropriate CCLS performance tasks include social and emotional developmental needs as evidenced thematic units of study.
- School leaders will monitor the use of teacher common planning sessions (teachers of General Education, Students with Disabilities, and ELLs) to ensure that planning time is used to share effective strategies in addressing the learning needs of all student subgroups in all content areas and promote student learning.

- Teachers in all content areas will engage in lesson planning clinics provided by CFN and external consultants that will focus on the use of the workshop model to delivering explicit instruction as created in lesson plans based on assessment data and incorporating specific strategies based on student needs as identified by assessment data. All lessons will be aligned to the Common Core Learning Standards.
- Teacher inquiry teams will identify student entry points based on assessment data and identify appropriate resources needed by targeted student subgroups or extended learning opportunities for targeted students.
- Teachers will incorporate scaffolding, graphic organizers, various groupings, individualized instruction in order to support students in their point of entry.
- School leaders will secure differentiated professional development training sessions designed to address the specific needs of teachers to support content knowledge, i.e., implementing ESL strategies, using the workshop model. Other strategies will be incorporated such as including visuals in word walls and stimulating student accountable talk during work periods to promote vocabulary acquisition, and checking for understanding as students ‘share-out’ at the conclusion of lessons.
- Administrators will monitor the implementation of these lesson plans in order to measure the effectiveness of teacher practice and the planning of coherent instruction (*Danielson 1e*) in utilizing the strategies used to address the targeted areas for improvement as identified by students’ assessment data. This will occur by using frequent cycles of observations and providing teachers with timely and actionable feedback which will in turn be used to further identify areas for teacher development and training.
- Lessons will be assessed for student engagement in order to adjust areas in the curriculum and future lessons.
- Support teachers in utilizing individual student data that will allow them to tailor instruction to meet the unique needs of their students.
- Require teachers to use data to set instructional goals and create action plans that address the needs of their students.
- Empower students in their education by having them collaborate on created goals based on their specific needs.
- Promote student self-awareness, self-esteem, and academic success by ensuring that all students have access to the curricula via multiple entry points as described above.
- Develop a partnership with Counseling-In-Schools who will provide a clinical social worker that will see our students with or without their families in order to provide clinical counseling services. These services may be provided individually or in small groups to address students’ social emotional growth and provide students with coping mechanisms so they can focus on academics.
- School leaders expose students to a variety of hands-on workshops in the arts (i.e. Theatre, Music, Visual Arts, and Video Art/Photojournalism) and will ensure a smooth transition for students into activities after mandated academic programs afterschool and ensure the alignment of these enrichment programs with the needs of our students.
- School leaders will collaborate with BCCP to provide service-learning-through on-site Brooklyn College Psychology Student Interns, college awareness, and tutoring.
- School leaders will work collaboratively with all partners in order to ensure all students are being serviced appropriately and that all of their needs are being met by establishing an afterschool community council through which all partners in the school can collaborate and ensure the smooth operation of all services.

Target Population(s): All students with a focus on LEP-SWDs, all teachers including ESL teachers servicing ELLs, Special Education teachers servicing ELLs.

Responsible Staff Members: Principal, Assistant Principals, CFN, & external Consultant Professional Developer. All teachers will be incorporated into the decision-making process. All information will be shared with teachers via the SLT, Instructional Cabinet Meetings, Faculty Conferences, Teacher Team Meetings, Department Meetings, and individual meetings with School Leaders.

Implementation Timeline: September 2012 – June 2013

Monitor and Revise/Adjust: After each marking period all partners will meet to monitor progress towards meeting the annual goal and will make any necessary adjustments or changes to the action plan, if applicable.

- September 2012: Teachers administer a baseline ELA assessment to provide a starting point for student levels and begin effective monitoring of student progress. Baseline is analyzed to identify areas to incorporate multiple entry points for SWDs and ELL students. Data is shared and instructional leads facilitate teacher team meetings that focused on identifying strategies, interventions, and targeted students. A needs assessment will be conducted and all available resources that will be used to focus on student social-emotional development will be reviewed.
- November 2012: Instructional Leads will monitor teacher team meetings and analysis of administered unit and benchmark assessment data. Student progress or lack thereof is identified. An area of concern; academic vocabulary in content areas prevents students from fully understanding performance tasks and rubrics. Another area of concern as identified during instructional walk-throughs is student engagement. Therefore, teacher teams will focus more closely on developing additional strategies to support struggling students, student engagement, and identifying additional resources. All partners will reconvene to review effectiveness of CBO programs, allocation of additional resources needed, and other the identification of other possible partnerships.
- March 2013: Evaluate above, make adjustments as necessary and identify additional students that are struggling, schedule student/parent meetings with teachers & administrators. Register targeted students for additional morning and afterschool classes in order to provide additional support. Teacher teams will continue to analyze benchmarks data and focus on student progress in all content areas. All partners of CBOs will reconvene to review program effectiveness, allocation of additional resources needed, and other the identification of other possible partnerships.
- June 2013: Assess student progress on final ELA task to evaluate impact of above. Begin reviewing ELA curriculum for adjustments. A final meeting will take place in order to assess CBO programs and begin planning for the next school year.

The above will be funded as outlined in the next section of this document. The entire student body will be impacted including students in all subgroups with 150 students targeted for additional support. The entire teaching staff will be impacted, as well as 20 teachers selected to teach supplemental programs. Extended day will be total 13 hours per week. OTPS will be used for instructional supplies and consumables. PD for staff.

As outlined in Goal #2

Curriculum Development Team = 10 Teachers
Teacher Per Session = 120 hours
6 hrs. x 20 Weeks x 10 teachers x Per Session = P/F Title 1 Galaxy Allocation
Supervisor Per Session
2 hrs. x 20 Weeks x Per Session = P/F Title I Galaxy Allocation

Professional Development for Instructional Leads:
5 Days = P/F Title I Galaxy Allocation

Budget and resource alignment

• Indicate your school's Title I status: **X School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title IA Title IIA X Title III Set Aside X Grants X Other-describe here: P/F Title I _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I ARRA Fund, Title III, NYSTL and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:

Title I: Professional Development Consultant and Professional instructional materials

These funds are consolidated with other funding streams and are utilized to fund after school programs, additional teachers for staff development and academic intervention services. Title I SWP enables us to fund consultant staff developer(s), a licensed librarian, and a percentage of an Assistant Principal. Title I SWP fund per diem days for teachers to attend staff development, and for intervisitations; NYSTL funds are used to provide us with materials in all curricula areas; IDEA provides funding for collaborative team teachers and IEP paraprofessionals; Fair Student funding provides us with funding for a pull-out and push-in ESL teacher; Title III enables us to provide additional after school programs for the ELL and parent workshops for their parents and materials to enhance the curriculum. These funds also support teacher teams looking at student work to improve teaching practices in all content areas.

Title I, Title III, et al programs are conceptually consolidated and monitored for the coordination to ensure that the guidelines of each funding source are adhered to. Federal, State, and local funds, services and programming are integrated to ensure that there is no duplication of services and to ensure

equity and access so that all eligible students (including students in targeted subgroups) can be provided with services to expedite their progress towards meeting state performance standards.

Given the demands of the Common Core Learning Standards, our school leaders will work to ensure that all instructional programs are carefully monitored and evaluated for effectiveness. Student sub-groups will be serviced and assessed based on their identified areas of academic need. Programs supported by NCLB are designed to ensure equity of service for all eligible students and student groups, additional instructional support is given to ensure and promote academic success which in turn promotes the positive social emotional growth of students. Additional support includes:

- Work CFN and an external consultant to provide support to school leaders around the monitoring of quality instruction.
- Work very closely with CFN in all areas to provide professional development to all teachers that will support their work with the curriculum and strategies for students. Include the Instructional Cabinet in the professional development in order to enable them to better support teachers.
- Extend instructional time for targeted students based on academic need; Level 1 and Level 2 students, ELLs, and SWDs. Extended instruction will take place in the AM, after school and on Saturdays.
- Program a Title III, ELL program where students are provided with small group instruction.
- Collaborate with the Beacon Program to provide services (i.e., homework helper, reading/math, sports, arts and crafts and dance) for students and the entire school and neighborhood community in the evenings and on weekends.
- Continue to schedule common planning times for all core content areas teachers.
- Provide Professional Development for all teachers that will support their work with the curriculum.
- Continue the partnership with Brooklyn College, to inspire and motivate students towards academic excellence and postsecondary readiness through visiting Brooklyn College Campus and learning how they can overcome obstacles and become college graduates.
- Develop a partnership with Counseling-In-Schools who will provide a clinical social worker that will see our students with or without their families in order to provide clinical counseling services in order to address students' social emotional growth and provide students with coping mechanisms so they can focus on academics.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

NYSED/NYCDOE Joint Intervention Team Report and Recommendation April 2011, Page 9:

“The school leaders should develop strategies to involve parents and guardians more effectively in the education of their children. Additional training should be provided to help parents make better use of ARIS. School leaders should assist the parent coordinator in outreach work with parents and caregivers.”

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 there will be a 10% increase of parent involvement opportunities; monthly parent meetings, and workshop opportunities for parents to effectively participate in their children’s education, as measured by agendas and attendance sheets.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 33 through 36 in this SCEP.
- Describe the research-based 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.

Strategies/Activities:

- Provide an area in the building where parents can come in and work with the Parent Coordinator on ARIS.
- Provide training for parents to help them navigate ARIS Parent Link.
- Provide opportunities for parents to help them understand the accountability systems (e.g., NCLB/State accountability system, student

proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report).

- Provide materials and training to help parents work with their children to improve their achievement level in all subject areas.
- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- Provide professional development opportunities for school staff to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.
- 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.
- Schedule additional parent meetings with flexible times (e.g., quarterly meetings) to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
- Conduct a series of family engagement activities that will increase parent involvement in school (cultural events, parent and family gatherings, and other events).
- Create survey to determine other learning opportunities parents are interested in.

Target Population(s): All parents and guardians of our student population

Responsible Staff Members: Principal, Assistant Principals, Teachers, CFN, External Consultant, SLT

Implementation Timelines: September 2012-June 2013

Monitor and Revise/Adjust: After each marking period the school will monitor progress towards meeting the annual goal and will make any necessary adjustments or changes to the action plan, if applicable.

- September 2012- meet with the SLT/PTA/Parent coordinator to assess needs for workshops.
- November, 2012: Review the attendance and agendas and schedule additional opportunities.
- January, 2012: Review the attendance and agendas and schedule additional opportunities.
- March 2013: Review Survey results and attendance and agendas and schedule additional opportunities.
- June 2013: SLT will determine if additional professional development is necessary and identify resources

The above will be funded as outlined in the next section of this document. The entire student body will be impacted including students in all subgroups and 150 students targeted for additional support. Parents that participate in the workshops will be affected; approximately 10% of parents of the school population. The entire teaching staff will be impacted; specifically 10% of teachers. Teacher coverages/per session for PD/workshops

are estimated to be 50 hours. OTPS will be used for general and instructional supplies.

Budget and resource alignment

• Indicate your school's Title I status: **X School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I ARRA Fund, Title III, NYSTL and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:

Title I: Professional Development and instructional material

These funds are consolidated with other funding streams and are utilized to fund after school programs, additional teachers for staff development and academic intervention services. Title I SWP enables us to fund consultant staff developer(s), a licensed librarian, and a percentage of an Assistant Principal. Title I SWP fund per diem days for teachers to attend staff development, and for intervisitations; NYSTL funds are used to provide us with materials in all curricula areas; IDEA provides funding for collaborative team teachers and IEP paraprofessionals; Fair Student funding provides us with funding for a pull-out and push-in ESL teacher; Title III enables us to provide additional after school programs for the ELL and parent workshops for their parents and materials to enhance the curriculum. These funds also support teacher teams looking at student work to improve teaching practices in all content areas.

Title I, Title III, et al programs are conceptually consolidated and monitored for the coordination to ensure that the guidelines of each funding source are adhered to. Federal, State, and local funds, services and programming are integrated to ensure that there is no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups) can be provided with services to expedite their progress

towards meeting state performance standards.

Given the demands of the Common Core Learning Standards, our school leaders will work to ensure that all instructional programs are carefully monitored and evaluated for effectiveness. Student sub-groups will be serviced and assessed based on their identified areas of academic need. Programs supported by NCLB are designed to ensure equity of service for all eligible students and student groups, additional instructional support is given to ensure and promote academic success. Additional support includes:

- Provide Professional Development to all teachers that will support their work with the curriculum and inform parents of the CCLS requirements
- Support parents by provide extended learning opportunities for students; 37 1/2 Minutes/Extended, Title III, ELL program, Morning instruction (Rising Hawks), Saturday Academy, as well as afterschool instruction for targeted students based on academic need.
- The Beacon Program services the entire school and neighborhood community in the evenings and on weekends. Homework helper, reading/math programs are offered as well. A full schedule of sports, arts and crafts and dance are also accessible to students.
- With our continued partnership with Brooklyn College, our entire student population will benefit from creative programs designed to inspire and motivate academic excellence. Students will be given the opportunity to visit the Brooklyn College Campus and learn how they can overcome obstacles and become college graduates.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Achieve 3000 is currently being used to provide targeted instruction for our ELL and bottom 1/3 students. It is a differentiated online instruction program designed to improve students' reading and writing skills.	Some students are serviced in whole class groups during which time a lesson that has been tailored to each individual student is administered one-to-one via the computer and under the guidance and supervision of the teacher. Mobile computer carts are also used to create centers within classrooms for small group sessions.	Academic Intervention Services are provided throughout the school day and before, after and during the school hours.
ELA	Two Tiered Extended Learning Program Our two tiered extended learning program is designed to service all of our level 1 and level 2 students. These students work with their classroom teachers to build identified areas of weakness. Using a comprehensive data study 150 students are selected to participate in the second tier, computer-	Small group instruction, one-to-one, and whole group determined by the learning task and the learning needs of the attending students.	Academic Intervention Services are provided throughout the school day and before, after and during the school hours.

	adaptive diagnostic program, that combines personalized data driven instruction on foundation skills, standard-based practice and common core readiness.		
Mathematics	Two Tiered Extended Learning Program is designed to service all of our level 1 and level 2 students. During the first tier, students work with their classroom teachers to build upon identified areas of weakness. Using a comprehensive data study 150 students are selected to participate in our second tier, computer-adaptive diagnostic program, that combines personalized data driven instruction on foundation skills, standard-based practice and common core readiness.	Small group instruction, one-to-one, and whole group determined by the learning task and the learning needs of the attending students.	Academic Intervention Services are provided throughout the school day and before, after and during the school hours. All students are given multiple opportunities receive academic assistance before, during and after school.
Mathematics	Rising Hawks Math Tutorial Intervention program target our level 1s and level 2s but is opened to all students. Students in grades 6-8 attend designated grade level math centers for tutorials.	Small group instruction, one-to-one, and whole group determined by the learning task and the learning needs of the attending students.	Before school program.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Provided by the school counselor to students referred by school staff.	Services are provided one-to-one and in small groups.	Services are provided before, during, and after the school day.

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Counseling-In-Schools provides at-risk services to overage students, students with disabilities, and any student referred by a teacher, dean, or administrator. Services are provided by a Clinical Social Worker and an Intern under the supervision of the CSW.</p>	<p>Services are provided one-to-one and in small groups.</p>	<p>Services are provided before, during, and after the school day.</p>
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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.

Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds valid NYS certification in that license area. The BEDS survey is reviewed periodically by the principal and the Human Resources director who works with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

Strategies and activities used to attract highly qualified teachers to our school include:

- Frequent communication with our Network Human Resources Director when vacancies occur.
- The Network Human Resources Director partners with Central for assistance and guidance and for candidate referrals. The Central Office of Talent and Recruitment partners with colleges to locate highly qualified candidates.
- The school participates in Central Hiring Fairs where pre-screened HQT candidates are interviewed and recruited.
- The school establishes a partnership with a local college to support the grooming of student teachers in the search of HQT candidates.
- The school engages in interviews with HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.
- The school establishes a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and a review of New York State certification/licensing.
- The school maintains a professional library to promote promising and effective practices.
- The school provides teachers with curriculum maps, instructional resources and professional learning opportunities designed to ensure high quality instruction as well as mentoring and coaching by lead teachers.

In the very rare event that a teacher's status is deemed not HQT, the principal will consult with the network Human Resources Director for guidance to ensure that the non-HQT teacher takes necessary actions to meet all requirements and deadlines. This may include some form of counseling including, encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSE) system.

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 parents with the assistance of school staff 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 an online report biweekly.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, CCLS, as well as 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, parents/guardians asserting leadership and making informed educational decisions for their children.
- 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;
- Using school messenger to notify parents of important events and student attendance.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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;
- maintaining high expectations for all students;
- 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, workshops.

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Admunson	District 32	Borough Brooklyn	School Number 291
School Name Roland Hayes			

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

Principal Jacqueline Rosado	Assistant Principal Eva Proctor
Coach Literacy-Juli Ann Waite	Coach type here
ESL Teacher Jaime Morales	Guidance Counselor June James
Teacher/Subject Area Arturo Aguirre/	Parent Carmen Rodriguez
Teacher/Subject Area Michael Frank	Parent Coordinator Deborah Watson
Related Service Provider Regina Melendez/Speech	Other type here
Network Leader Daniel Purus	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	4	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	3	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	650	Total Number of ELLs	165	ELLs as share of total student population (%)	25.38%
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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. 

The following steps are followed for the initial identification of students who may possibly be ELLs.

At registration, parents are given a Home Language Identification Survey (HLIS) and registration materials in their native language, which includes an informal oral interview in English and in the native language. The ESL teacher and or licensed pedagogue assist completing the (HLIS), when necessary, to identify the child's language proficiency. After the initial screening, an informal interview and HLIS completion, the child is identified as a possible candidate for ESL instructional services. The ESL teacher administers the Language Assessment Battery-Revised, LAB-R, test. This test is given within ten days of enrollment. We use this test to identify the student as an English Language Learner or English Proficient. If the student is identified as an English Language Learner and the language spoken at home is Spanish, the student is given the Spanish LAB.

All English Language Learners (students who were identified on the ATS-RLAT Report) must take the New York State English as a Second Language Achievement Test (NYSESLAT) during the Spring. This test which is from the State Education Department of Education measures English proficiency levels in Listening, Speaking, Reading and Writing. Certified Teachers who are to administer the test are required to attend a state mandated training. After training the certified pedagogue will administer the assessment to all eligible students. Students who are eligible take all four components of the assessment. (Speaking, Listening, Reading and Writing). Test results is used to determine if the student continues to be Limited English Proficient.

The following are guidelines in place to ensure that parents understand all three program choices (Dual Language, Freestanding ESL, and Transitional Bilingual). The school clearly presents the options with clarity and objectivity. All parents of newly enrolled students, English Language Learners are invited to attend an orientation session within 10 days of the ELLs enrollment. If it is possible, parents will view the video at the time of enrollment. A certified ESL teacher, Parent Coordinator or Assistant Principal, conducts the orientation sessions at a designated time during two-week interval. An in-depth explanation of the three choices and models are presented to the parents, as well as the parent information DVD in their native language. The DVD are available in nine (9) languages. The video describes the various programs offered by the city of New York to their children.

Once the parent view the DVD, parents also receive a brochure which further explains the program options. After viewing the DVD parents are encouraged to ask questions, so that they can make the best decision for their children. Once the parents view the video, questions are answered and ample explanation of the program choices are given, parents receive a survey and a program selection form. Parents are encouraged to fill out the form and return to the ESL Teacher, Assistant Principal or Parent Coordinator. Parents who are unable to attend, receive phone calls, and or letters in order to make arrangements to attend a scheduled session and or receive the information before school or after school.

Once the LAB-R is administered and scored, we analyze the results to determine if the student scored below the cut score. If the student

scored below, the student is entitled to bilingual services. The parent is immediately notified in writing through an Entitlement Letter as to the services the child is entitled to receive. All documents: non-entitlement, entitlement, survey and program selection forms are maintained in a binder. After receiving the parents program choice, the school administrator makes sure student is placed in accordance with the parents selection.

We also analyze prior to the beginning of the school year, the data which determine who is entitled to continue to receive services. Parents are informed in writing (in their native language) continued students entitlement.

Asd required by CR Part 154, parents are invited to attend several meetings throughout the school year. These are: Open House, Open School Day and or Evening, Workshops tailored for them, school trips, special assemblies, and meetings facilitated by the Parent Coordinator. Translators are available to provide the information to Non-English speaking parents as well as a unit translator equipment.

After analyzing the survet forms, we noticed that approximately 75% of parents are choosing Transitional Bilingual and 25% are requesting Free-Standing ESL. We do not have a Dual Language Program but we do inform parents of other schools who offers that service.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							19	25	29					73
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							19							19
Push-In							11							11
Total	0	0	0	0	0	0	49	25	29	0	0	0	0	103

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	163	Newcomers (ELLs receiving service 0-3 years)	18
		Special Education	14

Number of ELLs by Subgroups					
SIFE	25	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	7

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. ①

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	
TBE	88	18	0	22	22	0	10	0		120
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	67	11	2	17		8	43	0		127
Total	155	29	2	39	22	8	53	0	0	247

Number of ELLs in a TBE program who are in alternate placement:

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							19	25	29					73
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian														0
French							1		2					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other								1						1
TOTAL	0	0	0	0	0	0	20	26	32	0	0	0	0	78

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	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							19	25	29					73
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								2						2
Haitian														0
French								1	3					4
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Other								1						1
TOTAL	0	0	0	0	0	0	19	29	32	0	0	0	0	80

Part IV: ELL Programming

A. Programming and Scheduling Information

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

I.S. 291 ESL and Transitional Bilingual services is organized to reflect current research and best practices. We currently have three ESL teachers, one Common Branches Bilingual Teacher, two content area teachers, Social Studies and Math, one Native Language teacher and two Foreign Language Teachers. All ELLs receive instruction from fully certified teachers. Three certified ESL teachers use the Push-In/Pull-Out model to service the students. Students are grouped homogeneously, based on the skills needed to develop academic language as measured by the LA-R, NYSESLAT, and informal tools such as teachers assessments, folders, journals, and student work. All teachers who service our students are certified.

I.S. 291 instructional model ensures that the mandated number of instructional minutes are provided according to proficiency levels in Transitional Bilingual and English as a Second Language Programs. In compliance with CR Part 154 and No Child Left Behind, all of our students, according to their proficiency levels receive 180 to 360 minutes a week of ESL instruction. Beginners and Intermediate students receive 360 minutes per week. Advanced students receive 180 minutes of English Language Arts as required under CR Part 154. In the Transitional Bilingual programs, students receive Native Language Arts (NLA).

I.S. 291 is a Title I and Title III school. The aforementioned funding helps ensure that ELLs receive the appropriate services in order to meet and exceed all city and state performance and content standards. Transitional Bilingual and ESL Program are aligned to the LAP Guidelines. At 291, we use the Workshop Model. A differentiated approach to instruction for all proficiency levels is implemented.

The instructional model develop the four modalities: Listening, Speaking, Reading and Writing. It is our vision and our goals that:

A. Programming and Scheduling Information

1. Students performance will increase in state and city assessment
2. Teachers will use standard based, research strategies to improve students' performance
3. Students academic and literacy skills will show a remarkable improvement
4. Teachers will provide opportunity to improve students listening, speaking, reading and writing skills
5. Scaffolding strategies is used throughout all content area

I.S. 291 teachers use during ESL, Bilingual instruction usedifferent strategies in the delivery of the lesson. They provide an opportunity for reading, writing, listening and speaking. Provide opportunities for language development and learning such as clarifying, restating, rewording and paraphrasing. Teachers also scaffolds lesson, models, uses illustrations, mime activites, diagrams, charts, graphs, etc. To evaluate students native language the teacher looks at the ELE report as well as classroom assessment.

Students that are SIFE are encouraged to participate in the Afterchool Programm. During regular school hours they are scheduled to receive intervention at least two periods a week. Teachers include in their lessons differentiation of instruction, use age appropriate materials for the students, meet with the ESL/NLA teacher during common prepartion time to discuss and plan for those students. We also meet with the parents and discuss ways in which they can help their children at home.

Students that are have been in the Bilingual/English as a Second Language Program for three to more years receive academic intervention three times a week. Students are also encourage to participate in the after school program. Teachers also include in their lessons vocabulary development, reading comprehension as well as writing activites. Parents are also advised on steps they may take when students are home.

Students with special needs.-teachers use the following strategies: visual, simplify language, and the use of appropriate materials to meet their needs. All English Language Learners in self-contained Special Education classes are serviced as per their Individual Education Plan.

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

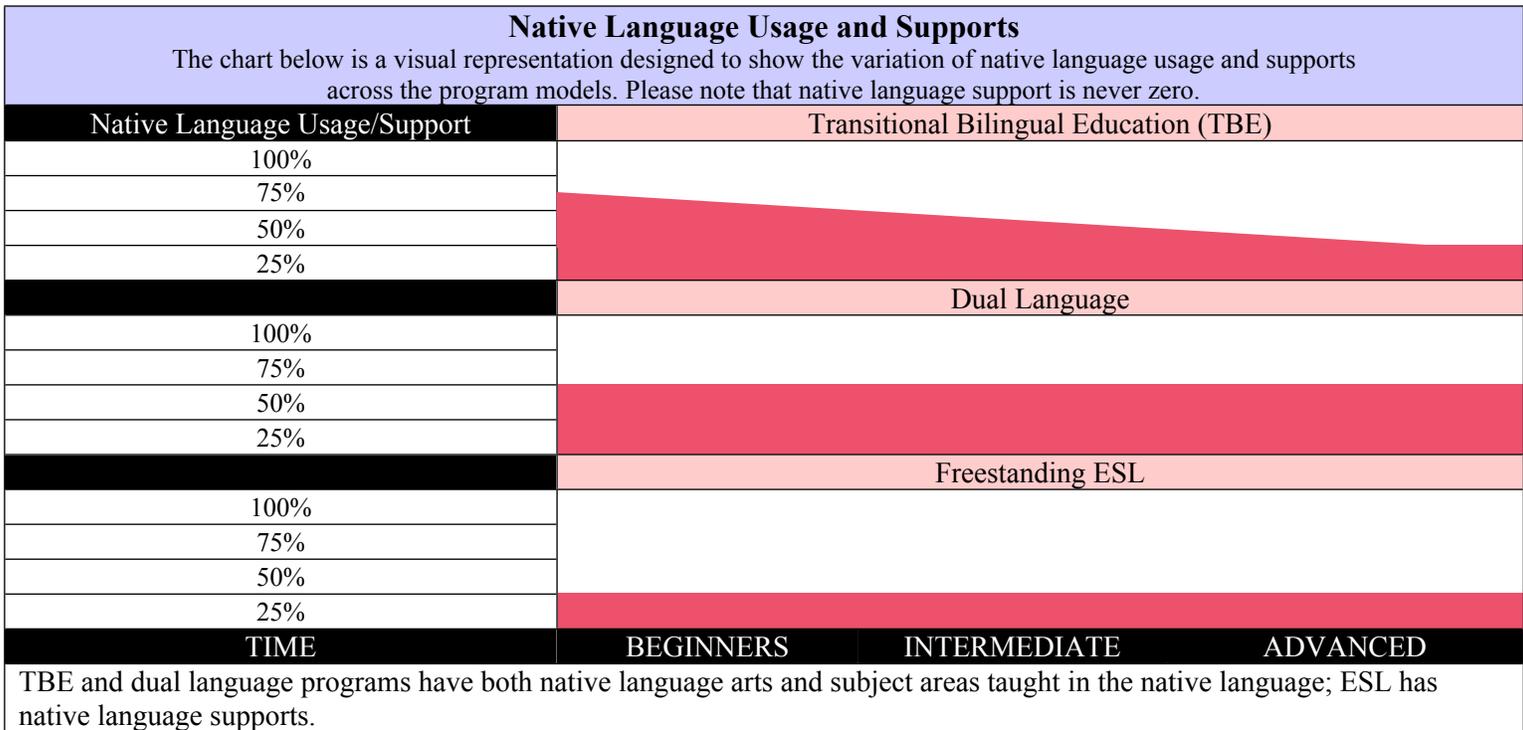
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	701/Spanish		801/Science	Spanish
Social Studies:	701/Spanish		801/Siocial Studies	Spanish
Math:	701/Spanish		801/Math	Spanish
Science:	701/Spanish		801/Native Language Arts	Spanish
			601/Math	Spanish
			601/Social Studies	Spanish
			601/Science	Spanish
			601-Native Language Arts	Spanish

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

I.S. 291 looks at the data ELA, Math, NYSESLAT, LAB-R, ELE, to identify the students who will be needing Academic Intervention Services. A.I.S.). We examine the NYSESLAT to identify the students that did not meet proficiency level and plan for their instruction accordingly. We notified the parents or guardians. Students that did not meet proficiency level in NYSESLAT and are not meeting the standards in ELA and Math are targeted for Academic Intervention Services, Extended -Day and are encouraged to attend Title III After School Program.

In addition, teachers ESL and Bilingual teachers examine the students assessments during the common planning period and tailor their instructions to meet the students need. Students who achieved proficiency in NYSESLAT are also encouraged to participate in the After School Program. We also extend the testing accommodations for the two years period. We also disseminate information to all AIS service provided by the schools' SES. We currently have the program Destination Math which is a computer based program. The Math teacher uses this technology program as part of his teaching program. All students have access to this program at home therefore, the math teacher assigns work for the students to do at home.

This year as usual, we will be using Getting Ready for the NYSESLAT, from Attanasio and Buckle Down from Option for Math, Reading and Writing to be used during the After School Program. Native language support is given to all students according to their proficiency level. SIFE students receive academic intervention three times a week. We also encourage the SIFE students to attend Title III After School Program. All programs, support and resources offered to our ELLs students at I.S. 291 is age and level appropriate.

To ensure communication between parents and I.S. 291, we mail a letter welcoming the students to the coming year. We also invite parents to a meeting in which all pertinent information is disseminated at that time. We also invite parent to an Open House in which they get the opportunity to meet their children's teachers, visit the classrooms and have lunch with their children and staff.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

I.S. 291 provide on site professional development to all ESL/Bilingual teachers and Content Area Teachers. Professional Development is given during their common preparation, and after school. The professional development is design to assist all ESL/Bilingual teachers in planning and delivering their lessons to optomize learning and results in all assessments. The following professional development are offered:

I.S. 291 will conduct a training for all Non-ELL teachers The training will be given in three sessions. The training will provide the Non-ELL teachers an overview of the ELLs and strategies they must use when students are in their classes.

Differentiation of Instruction-ELLs

Analyzing Data: Implication for Instruction

Common Core Learning Standards-Infusing ESL Strategies for all ELLs

Planning-Instruction and Assessment-Looking at Students Work

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?

Parents/Guardians are encouraged to participate in all school activities. We invite parents to join their children to trips, and special assemblies in our school. We also provide workshop to keep them inform. The workshops will enable parents to take an active part in their child's learning. A series of one-hour workshop will be held on a monthly basis (times will be announced throughout the year) to accommodate parents schedule. Translation will be available at all parents' workshops.

1. NYS Math and ELA Exam-Preparing my child for the exams
2. Promotional Policy for ELLs
3. Components and Structure of the NYSESLAT
4. ARIS-Parent Link

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)							9	22	29					60
Intermediate(I)							6	19	8					33

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)							21	20	5					46
Total	0	0	0	0	0	0	36	61	42	0	0	0	0	139

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							6	13					
	I							7	1					
	A							6	19					
	P							7	3					
READING/ WRITING	B							5	20					
	I							8	2					
	A							13	16					
	P							0	0					

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	45	93	54	0	192
7	66	95	25	0	186
8	65	99	28	1	193
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	24	0	86		74		12		196
7	53		81		57		6		197
8	80		89		37		8		214
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	19	24	21	19	27	3	10	2	125
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)	28	31	22	7					
Chinese Reading Test									

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

To assess students' literacy skills we administer the Academic Language and Literacy Diagnostic (ALLD). This measures the level of proficiency in the student's language (Spanish) and the instructional level of the students. This assessment is administered to the students who during registration interview parents inform the interviewer of the student's interruption in their education. The result provide the teachers with the necessary tools to provide differentiation of instruction and provide the necessary support. After careful examination of the results of the NYSESLAT assessment, we found that students in all grades 6-8, showed improvement in the following modalities: Listenening and Speaking. Except for the newly arrival who took the test a few months after they were admitted. However, the modalities that do not show progress are Reading (comprehension) and Writing. Teachers will have to incorporate more writing activities in their lessons' to address students needs. Reading must also be modeled to the students as well as incorporate more reading (comprehension) activities in their lessons. To improve reading comprehension, the ESL and ELA teachers must focus on vocabulary development. The ESL teacher will use Rigor and REV it UP to increase vocabulary; students will be engaged in enriched story related writing. Teachers will also augment students' vocabulary through the use of Read Aloud. In addition strategies will be taught to improve fluency and comprehension. For example: visual clues, semantic, syntax clues and character analysis.

The school leadership and teachers examine Periodic Assessments to target areas in which the students have improved and areas in which they need additional support. Areas in which students need additional support are incorporated across all content aras in order to provide the students with maximum support. English Proficient students are performing comparable to the General Education. Nevertheless, we continue to provide support for at least two years. We value the program success by the percentage of students obtaining proficiency in NYSESLAT meeting AAMO and also meeting AYP. We also examine the percentage of ELLs students' performance on or above standards in ELA, Math, Science and Social Studies.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Roland Hayes

School DBN: 32

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Jacqueline Rosado, I.A.	Principal		1/1/01
Ms. Eva Proctor	Assistant Principal		1/1/01
Ms. Debra Watson	Parent Coordinator		1/1/01
Mr. Jaime Morales	ESL Teacher		1/1/01
Ms. Catherine Rodriguez	Parent		1/1/01
Mr. Michael Frank	Teacher/Subject Area		1/1/01
Mr. Arturo Aguirre	Teacher/Subject Area		1/1/01
Ms. Juliann Waite	Coach		1/1/01
	Coach		1/1/01
Ms. Sarahill Perez	Guidance Counselor		1/1/01
Mr. Daniel Purus	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 32K291 School Name: Roland Hayes

Cluster: 2 Network: 208

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.

We examine the Language Survey in which parents identify the language spoken at home by the student and parents. Based on this information, all communication materials is sent to the students' home in the language the parents have selected in Part 3 of the Home Language Survey.

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 oral interpretation provided by I.S. 291 will be Spanish. This was determined after reviewing the Home Language for "Language Spoken at Home." In addition, the school will provide to the parents whose vernacular language is other than English, a notification of their rights. Notices will be posted in the Parent's Coordinator's Office, in the lobby in the Main Entrance, Conference Room and Main Office. Parents will also be informed on their rights to obtain documentation or oral translation in their spoken language.

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.

We currently have staffs and parent volunteers who speak the following languages: French and French Creole. All communication materials to be sent to the home will be translated into the aforementioned languages. We will also utilize the Interpretation and Translation Unit to translate all other languages. We will make sure that all materials to be translated by the Translation Unit are sent in a timely manner in order to be disseminated to the parents in a timely fashion.

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.

The oral interpretation provided by I.S. 291 will be Spanish. This was determined after reviewing the Home Language Survey for "language spoken at home." In addition, the school will provide to the parents whose vernacular language is other than English notification of their rights. Notices will be posted in the Parent's Coordinator Office, in the lobby, in the Main Entrance, Conference Room and Main Office. Parents will also be informed of their rights to obtain documentation or oral translation in their spoken language.

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 goal of I.S. 291 is to communicate 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 education options, and parents' capacity to improve their children's achievement. To this end, a team of individuals will be responsible for translating all documents in a timely manner. The Translation and Interpretation Unit will be utilized to translate documents in languages other than the above mentioned language spoken at the school by staff and parents volunteers. Parents will receive a letter explaining their rights. All written communication will be sent to their homes in the parents' language communication preference.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Roland Hayes	DBN: 32K291
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Language instruction education programs funded under Title III, Part A, NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language Program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154.

I.S. 291 is committed to the quality education available to our ELLs students. Our school implements Transitional Bilingual and Freestanding ESL Programs in accordance with CR Part 154 and Title III Guidelines for approximately 170 students. All bilingual and ESL teachers are appropriately certified. We have three freestanding ESL Programs in accordance with CR Part 154 and Title III Guidelines. The ESL Program provides service to all entitled students using the Push-In, Pull-Out Model. All bilingual students receive instruction as per the Language Allocation Policy. Instruction is tailored to comply with the city and state performance and ESL Standards. All students are also provided with Differentiated Instruction to meet or exceed city and state learning and performance standards. We have one-Sixth Grade Bilingual (Spanish) class and one-Sixth Grade ESL class. We also have one-Seventh Grade Bilingual (Spanish) class and a seventh Grade ESL class. In addition, we have an Eighth Grade Bilingual (Spanish) class and two ESL Eighth Grade classes in accordance with CR Part 154 and Title III Guidelines. Our goal and vision is to create a learning community in which students and staff as well as parents participate in high quality professional development. Teachers enhance their teaching and learning and students improve their knowledge, performance and academic achievement.

I.S. 291K provided Title III English Language Learners with supplemental instruction in an ESL/After School Program. The instructional program will service ELLs grades 6-8 who scored at the Beginning, Intermediate and Advanced levels on the NYSESLAT. Students who scored proficient in the NYSESLAT will also be invited to participate in the program.

The After School Program service all ELLs who need to meet the New York City and State Standards as well as ESL Standards. The focus will be in Reading Comprehension, Writing and Math Problem Solving activities. The program will meet twice a week, Tuesday and Wednesday from 3:05-5:00 p.m. for a total of 22 sessions beginning October 16, 2012 through May 1, 2013. There will be three classes one class per grade (6, 7, 8). Each group will have 12-15 students. Certified Bilingual/ESL teachers will provide supplemental instruction in alignment with New York City and New York State performance standards. The After School Program will service approximately 45-50 students. Various strategies will be used to provide the students optimum opportunity to achieve proficiency and meet the standards on the NYSESLAT as well as New York City and State Standards. Instructional materials will be used to

Part B: Direct Instruction Supplemental Program Information

provide instructions. Math, Reading and NYSESLAT materials will be used. Native Language supplementary materials will be used to enhance the program.

General instructional materials will be purchased such as markers, chart paper, rulers, graph paper, notebooks and other manipulative. This program will also have a supervisor to assure rigorous academic and quality education.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: At I.S. 291, Professional Development Program will be focus on providing teachers the opportunity to enhance their knowledge by additionally conducting professional development in the infusion of ESL strategies in the content area, on differentiated instruction based on language proficiency, alignment to the Workshop Model for ELLs with citywide core curriculum.

Teachers will also receive staff development to increase instructional practices in the following: Analyzing Data to Drive Instruction, i.e. NYSESLAT, ELA, Math, Social Studies, Science and Spanish. A study group will be created to research updated programs and strategies. The study group will be part of the teachers' departmental meeting. School administrators and ESL/Bilingual teachers, will also facilitate after school professional development sessions. Participating teachers (3) will receive five sessions of i hour professional development workshop from 3:05-5:00 p.m. for 4 weeks. Teachers who service ELLs satudenats will receive 7.5 hours of professional development on an overview of ELLs and their needs. The following is a projected format for staff development:

1. One hour on Differentiated Instruction
2. One hour on infusing ESL strategies across Content Area
3. One hour on Analyzing Data to Drive Instruction
4. Test sophisticaation-Strategies to prepare students to meet city, state, and ESL Standards.
5. Analyzing Students' work-Protocol.

Teachers will gain a better understanding of the aforementioned assessments. Also, we will highlight instructional strategies in the classroom to strengthen students' skills and performance in city and state assessments.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: At I.S. 291, we encourage parents to be active participants in their children's learning. Workshops will be held on a monthly basis based on parents' availability. We will conduct informational workshop such as:

1. Assessing my child's assessment/information-ARIS/October
2. Using Technology Based Program-Achieve 3000
3. Promotional Criteria for ELLs December
4. Component and Structure of the NYSESLAT/February
5. Helping students to prepare for statewide and citywide assessments-March

Each workshop will be conducted monthly for approximately two hours.

The ELLs Supervisor, ELA Lead Teacher, Math Lead Teacher, Parent Coordinator, will conduct the above workshops. At the end of the year, a culminating activity for all participating parents will be provided. Certificates of participation and achievement will be given to the students as well. Translation services will be provided. Notifications of the above workshops will be provided via e-mail, mail, phone calls and home visits if necessary.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		