



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: ELIJAH STROUD MIDDLE SCHOOL 353

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K353

PRINCIPAL: TRICIA DELAUNEY

EMAIL: TDELAUN@SCHOOLS.NYC.GOV

SUPERINTENDENT: **BUFFIE SIMMONS**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Tricia Delauney	*Principal or Designee	
Roxanne Sargeant	*UFT Chapter Leader or Designee	
Jenieve Powell	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Annette McDonald	Member/ UFT	
Damian Mattis	Member/ UFT	
Osmond Miller	Member/ UFT	
Sheila Branch	Member/ PARENT	
Jenean Graham	Member/ PARENT	
Latasha Nash	Member/ PARENT	
Marcia Williams	Member/ PARENT	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. By June 2013, the percentage of students scoring at performance level 3 or better in mathematics will increase by at least five percentage points as measured by performance on the New York State math assessment and/or HSST data.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards. The school's 2011- 2012 Progress Report issued by New York City Department of Education shows that the percentage of students performing at proficiency levels 3 and 4 on the 2012 New York State mathematics was only 35.2%. As a result we have prioritized progress in math, with specific focus on students who are performing at level 2 by decreasing the number of students performing at level 2 by 5%.

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) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity # 1 Curriculum Alignment to Common Core Standards:

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

- **Identified student subgroups:** All students performing at level 2 in mathematics, including Students with Disabilities and ELL students
- **Key Personnel:** Administrator, Teacher Lead, Network Instructional Specialists and teachers

Implementation Time line: June 2012- June 2013	
June-September	Review Curriculum Maps
October-December	<ul style="list-style-type: none"> ✓ enhance curriculum maps to reflect alignment to Common Core State Standards ✓ identify concepts and skills to be taught ✓ utilize pacing calendars to drive instruction ✓ utilize Impact Math Program ✓ create mini-lessons based on analyses of formal and informal assessment data ✓ provide targeted focus on Common Core standards to support mini-lessons ✓ Utilize materials that include accelerated learning activities for advanced students and technology based enrichment programs for all learners ✓ provide a rigorous mathematics curriculum
January- March	<ul style="list-style-type: none"> ✓ enhance curriculum maps to reflect alignment to Common Core State Standards ✓ identify concepts and skills to be taught ✓ utilize pacing calendars to drive instruction

	<ul style="list-style-type: none"> ✓ utilize Impact Math Program ✓ create mini-lessons based on analyses of formal and informal assessment data ✓ provide targeted focus on Common Core standards to support mini-lessons ✓ Utilize materials that include accelerated learning activities for advanced students and technology based enrichment programs for all learners ✓ provide a rigorous mathematics curriculum ✓ Implement an instructional change strategy designed to impact day-to-day work by teachers in their classrooms to accelerate student learning, through changes to curriculum (what is being taught), pedagogy (how it is being taught), or assessment (feedback on student learning)
April- June	<ul style="list-style-type: none"> ✓ Continue to enhance curriculum maps to reflect alignment to Common Core State Standards ✓ utilize pacing calendars to drive instruction ✓ utilize Impact Math Program ✓ create mini-lessons based on analyses of formal and informal assessment data ✓ provide targeted focus on Common Core standards to support mini-lessons ✓ Utilize materials that include accelerated learning activities for advanced students and technology based enrichment programs for all learners ✓ provide a rigorous mathematics curriculum ✓ reflect on teacher/ teacher teams' results and consider for school-wide change

Activity # 2 Professional Development:

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

- **Identified student subgroups:** All students performing at level 2 in mathematics, including Students with Disabilities and ELL students
- **Key Personnel:** Administrator, Teacher Lead, Network Instructional Specialists, Math Teachers, including teachers of Students with Disabilities
- **Implementation Time line:** September 2012- June 2013

Steps for including teachers in the decision-making process

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

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.
We will increase parent involvement by:
 - Conducting regularly scheduled parent and school meetings (School Leadership Team, PTA meetings, Title 1 Parent meetings)
 - Providing training and professional development for parents (ARIS Parent Link, Testing Preparation, Understanding the CCSS, Common Core Library)

- Distributing Progress Reports each quarter, with suggested instructional strategies for parents to work with their children at home
- Hosting school events such as **Curriculum Fairs, Bring your Parent to School Week, Parent-Teacher Conferences**
- Insuring access to materials and resources in school and at home for parents to support their children’s learning and monitor progress
- Promoting increased communication of expectations for students’ progress and achievement

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

Budget and resources alignment

Indicate your school’s Title I status: 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 I Title IIA Title III Grants Other

If other is selected describe here:

NYSTL CFE Highly Qualified allocation will fund professional development by onsite teacher leaders and specialists from our Network. Funding will also be used to support a mathematics afterschool program and an expansion of student center resources, to offer students added opportunities for independent problem solving activities.

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).

CFE and other funds will be allocated to support the purchase of instructional materials for day and afterschool mathematics programs. In addition, with funding from our Title 1 Highly Qualified allocation, teachers will be programmed for professional development by onsite teacher leaders and specialists from our network. Further, all teachers will have access to day or afterschool professional development activities on selected days and will use ARIS, EngageNY, and CCSS library to aid in strengthening practice.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, the percentage of students meeting proficiency in English Language Arts will improve by at least five points as measured by performance on the New York State English Language Arts assessment and/or HSST data.

Comprehensive needs assessment

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

The New York City Department of Education’s Progress Report for the 2011-2012 school year shows that the percentage of students performing at proficiency levels 3 and 4 on the New York State ELA at assessment was only 24.2%. As a result we have prioritized progress in ELA, with specific focus on students who are performing at level 3 by increasing the number of students performing at level 3 by at least 5%.

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,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities/techniques,
 - timeline for implementation of strategies and activities.
 - Data driven instructions
 - Ongoing teacher-student conferences and timely feedback on students’ performance.
 - Collaborative partnerships with all core content area teachers for continued cross curricula instructional practices. Lesson planning and common planning sessions to share best practices and evaluate student performance data and progress.

Strategies /Activities

Professional Development will be given on the following topics: Common Core Standards; Unwrapping the standards to clarify curriculum and lesson objectives; Lesson planning; Incorporation of a variety of strategies into daily instruction that include- mini lessons, teacher modeling, student to student accountable talk, student use of rubrics and self-assessment; student reflecting on performance task in Units of Study; collaborative and independent work; Differentiation; Flexible grouping based on student achievement data; Student engagement in meaningful activities and motivation; and effective questioning for higher order thinking and discussion. Utilizing daily life experiences in instructional process through content area field trips, college visits, community base projects etc.

Key Personnel: Teacher Administrators, , Network Instructional Specialists and Teacher Leaders, ELA Teachers, including teachers of Students with Disabilities and the ESL, core content area teachers

Implementation Time line: June 2012- June 2013	
June-September	Review Curriculum Maps
October-December	<ul style="list-style-type: none"> ✓ enhance curriculum maps to reflect alignment to Common Core State Standards ✓ identify concepts and skills to be taught ✓ utilize pacing calendars to drive instruction ✓ utilize Springboard Program ✓ create mini-lessons based on analyses of formal and informal assessment data ✓ provide targeted focus on Common Core standards to support mini-lessons ✓ Utilize materials that include accelerated learning activities for advanced students and technology based enrichment programs for all learners ✓ provide a rigorous English Language Arts curriculum
January- March	✓ enhance curriculum maps to reflect alignment to Common Core State Standards

	<ul style="list-style-type: none"> ✓ identify concepts and skills to be taught ✓ utilize pacing calendars to drive instruction ✓ utilize suggested Common Core Bundles ✓ create mini-lessons based on analyses of formal and informal assessment data ✓ provide targeted focus on Common Core standards to support mini-lessons ✓ Utilize materials that include accelerated learning activities for advanced students and technology based enrichment programs for all learners ✓ provide a rigorous English Language Arts curriculum ✓ Implement an instructional change strategy designed to impact day-to-day work by teachers in their classrooms to accelerate student learning, through changes to curriculum (what is being taught), pedagogy (how it is being taught), or assessment (feedback on student learning)
April- June	<ul style="list-style-type: none"> ✓ Continue to enhance curriculum maps to reflect alignment to Common Core State Standards ✓ utilize pacing calendars to drive instruction ✓ utilize Springboard Program ✓ create mini-lessons based on analyses of formal and informal assessment data ✓ provide targeted focus on Common Core standards to support mini-lessons ✓ Utilize materials that include accelerated learning activities for advanced students and technology based enrichment programs for all learners ✓ provide a rigorous mathematics curriculum ✓ reflect on teacher/ teacher teams' results and consider for school-wide change

Strategies /Activities

Curriculum maps will be enhanced to reflect alignment to the Common Core Standards and explicitly identify concepts and skills to be taught. There will be Units of Studies to drive standards based instruction and unit planning that includes targeted focus on Common Core standards to support mini-lessons based on analyses of formal and informal assessment data. The Spring Board ELA program will also be implemented in all grades to insure full development of a rigorous reading and writing curriculum. Each Unit of Study will have at least three benchmark tasks to assess students' learning, gather data for effective instructional practices and formulate next steps.

Key Personnel: Administrator, Network Instructional Specialists and Teacher Leaders, ELA Teachers, including teachers of Students with Disabilities and the ESL Teacher

Implementation Time line: September 2012- June 2013

Steps for including teachers in the decision-making process:

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

Strategies to increase parental involvement

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

We will increase parent involvement by:

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

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

Budget and resources alignment

- Indicate your school's Title I status: 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 I Title IIA Title III Grants Other

If other is selected describe here:

NYSTL CFE Highly Qualified allocation will fund professional development by onsite teacher leaders and specialists from our Network. Funding will also be used to support a literacy afterschool program and an expansion student center resources, to offer students added opportunities for independent reading and writing activities.

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).

CFE and other funds will be allocated to support the purchase of instructional materials for day and afterschool ELA programs. In addition, with funding from our Title 1 Highly Qualified allocation, teachers will be programmed for professional development by onsite teacher leaders and specialists from our network. Further, all teachers will have access to day or afterschool professional development activities on selected days and will use ARIS, EngageNY, and CCSS library to aid in strengthening practice.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, all teachers will demonstrate effectiveness in delivering high quality instruction that utilizes appropriate questioning and discussion techniques to support student growth. This will be measured by 75% of all students in each class meeting performance standards on CCSS aligned unit post assessments/tasks.

Comprehensive needs assessment

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

Based on findings from 2011 ESCA it was noted that there was a lack of positive communication and a lack of observed positive effect between teachers and students. For the 2012-2013 school year our goal is to create a school-wide process for increasing student engagement and creating a sustainable and supportive learning environment. We aim to enhance student participation, reduce boredom, and increase student academic achievement.

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) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity 1

Teachers will be engaged in common planning sessions and curriculum writing sessions to create at least two CCSS aligned units of study in each core content area. Benchmark, Interim, and Post assessments will be created to evaluate students' progress for each unit. Teachers will participate in workshops with a concentration on effective questioning techniques using the Danielson Framework rubric as a guiding tool. Collaborative Inquiry Team meetings will have a focus on examining and analyzing student work and formulating best instructional practices to impact student learning.

Key Personnel: Administrator, Network Instructional Specialists and Teacher Leaders, Teachers, including teachers of Students with Disabilities and the ESL Teacher

Implementation Time line: September 2012- June 2013

Implementation Time line: June 2012- June 2013	
June-September	✓ Create units of study in core content areas Science, Mathematics, Social Studies, and English with tasks that are aligned to CCSS. These tasks were derived from the 2012-2013 City-Wide Instructional Expectations.
October-December	<ul style="list-style-type: none"> ✓ Provide Individual teachers lesson planning sessions that are geared at the specific focus of developing rigorous learning tasks in their subject area; ✓ Expand instructional resources such as technology equipment to become more available to students and teachers to build capacity in meeting the requirements of applicable CCSS subject areas ✓ Examine student work during Collaborative Inquiry sessions to promote the strengthening of student performance by examining and refining curriculum, assessment, and classroom instruction; in addition to strengthen teacher practice by examining and

	<ul style="list-style-type: none"> refining the feedback teachers provide in completing the Common Core Learning tasks in subject areas ✓ Monitor student progress on learning tasks that are aligned to CCSS and/or post unit assessments.
January- March	<ul style="list-style-type: none"> ✓ Provide Individual teachers lesson planning sessions that are geared at the specific focus of developing rigorous learning tasks in their subject area; ✓ expand instructional resources such as technology equipment to become more available to students and teachers to build capacity in meeting the requirements of applicable CCSS subject areas ✓ Examine student work during Collaborative Inquiry sessions to promote the strengthening of student work by examining and refining curriculum, assessment, and classroom instruction; and in addition to strengthen teacher practice by examining and refining the feedback teachers provide in completing the Common Core Learning tasks in subject areas ✓ Monitor student progress on learning tasks that are aligned to CCSS and/or post unit assessments.
April- June	<ul style="list-style-type: none"> ✓ Provide Individual teachers lesson planning sessions that are geared at the specific focus of developing rigorous learning tasks in their subject area; ✓ expand instructional resources such as technology equipment to become more available to students and teachers to build capacity in meeting the requirements of applicable CCSS subject areas ✓ Examine student work during Collaborative Inquiry sessions to promote the strengthening of student work by examining and refining curriculum, assessment, and classroom instruction; and in addition to strengthen teacher practice by examining and refining the feedback teachers provide in completing the Common Core Learning tasks in subject areas ✓ Monitor student progress on learning tasks that are aligned to CCSS and/or post unit assessments.

Activity 2

Developing model classrooms and implementing inter-visitation activities; Implementing a biweekly afterschool Professional Development Institute for team curriculum planning, needs assessment, and data analysis; Using observation conferences and in class modeling to promote the workshop model of instruction in all classes; Facilitating walkthroughs and workshops by lead teacher, network team specialists and coaches to train staff in data driven instruction and utilize multiple entry points; Using formal and informal observation data and conferences to improve teachers' ability to help students develop higher order thinking skills; Conferencing with staff at grade meetings to develop unit plans and curriculum maps; Facilitating lesson study sessions to highlight best practices and models of exemplary instruction; Creating a network of buddy teachers, consultants, and lead teachers to facilitate differentiated professional development activities.

Key Personnel: Administrator, Network Instructional Specialists and Teacher Leaders, Teachers, including teachers of Students with Disabilities and the ESL Teacher

Implementation Time line: September 2012- June 2013

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

We will increase parent involvement by:

- 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

- Conducting regularly scheduled parent and school meetings (School Leadership Team, PTA meetings, Title 1 Parent meetings)
- Providing training and professional development for parents (ARIS Parent Link, Testing Preparation, Understanding the CCSS, Common Core Library)
- Insuring access to materials and resources in school and at home for parents to support their children’s learning and monitor progress
- Promoting increased communication of expectations for students’ progress and achievement
- Distributing Progress Reports each quarter, with suggested instructional strategies for parents to work with their children at home
- Arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities

Budget and resources alignment

- Indicate your school’s Title I status: 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

CFE and other funds will be allocated to support the purchase of additional instructional materials for day and afterschool activities in specified subject areas. In addition, with funding from our Title 1 Highly Qualified allocation, teachers will be programmed for professional development by onsite teacher leaders and specialists from our network to enhance projects/tasks linked to the selected CCSS standards.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

To increase students' awareness of career opportunities and relevant work skills.

By June 2013, all students will be exposed to the "world of work", via class presentations of research projects, career discovery events, visits to local organizations, community service, and workshops.

Comprehensive needs assessment

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

Based on the Common Core State Standards, the most advanced current thinking about preparing all students for success in college and their careers must begin when students enter kindergarten. By middle school, students should have opportunities to relevant exposure to the real world with ample opportunities to reflect on the knowledge and skills that is necessary for success in college and careers. However many of our students do not get the exposure necessary to be ready to compete outside of their community. If MS 353 students receive opportunities to be exposed fully prepared for the future, our students will be best positioned to compete successfully in the global economy.

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) 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.

Activities

Students' participation in service learning projects; class visits to businesses organizations; Use of technology to explore career choices; workshops on preparation for interviews and resume writing; visits from people with various careers; Assembly programs including a "Dress for Success Day"; Professional development for teachers; Special presentations from guest speakers; and career focused research projects based on common core standards. Students' completion of a career project (Power Point presentation) Scrapbooks showcasing people at work in several industries; creation of a Professional Portfolio with a resume and goals feedback statement from Career Day Events, trips, assemblies or other special presentations.

Key Personnel: Administrator, Network Instructional Specialists and Teacher Leaders, Teachers, including teachers of Students with Disabilities and the ESL Teacher, Parents

Implementation Time line: September 2012- June 2013

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

We will increase parent involvement by:

- 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
- Conducting regularly scheduled parent and school meetings (School Leadership Team, PTA meetings, Title 1 Parent meetings)
- Providing training and professional development for parents (ARIS Parent Link, Testing Preparation, Understanding the CCSS, Common Core Library, High School, College, and Career Readiness)

- Insuring access to materials and resources in school and at home for parents to support their children’s learning and monitor progress
- Promoting increased communication of expectations for students’ progress and achievement
- Hosting school events such as **Curriculum Fairs, Bring your Parent to School Week, Parent-Teacher Conferences**
- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology

Budget and resources alignment

- Indicate your school’s Title I status: 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 I Title IIA Title III Grants Other

If other is selected 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).

Fiscal resources will be used to implement a Career Speakers series, purchase reference library materials for research on careers of interest to students, and fund trips to local businesses.

Further, per session and per diem payments will be made for day and afterschool technology training and career mentoring sessions hosted by selected staff members. In addition, the school will be programmed to insure that all students are afforded opportunities to engage in career development activities, via special assemblies or Open House events

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 • 95 students	Show films, filmstrips, or videotapes; oral and written reports on readings; scaffolding essay writing techniques using graphic organizers (4-square) and pre-writing activities; write impromptu essays; read novels, plays, essays; respond orally to questions; Audio-visual material; student-led whole group discussions; complete individual written assignments or worksheets in class; selection and use of individualized reading materials; write in styles that encourage their emotional and imaginative development; citing textual evidence in writing; supporting arguments using facts and logics; use of computer/online resources-Castle Learning and Acuity; ongoing conferencing using CCSS aligned rubrics as self-assessment tool; CCSS aligned workbooks. examining texts aligned to the CCSS, responding to readings by citing textual evidence that most strongly supports an analysis of what the text says explicitly, drawing inferences from the text, composing essays in which the	<ul style="list-style-type: none"> • Baseline data collection • Direct observation • Curriculum-based assessment • Progress Monitoring • scaffolding strategies • Cooperative groups, • peer tutoring and • small group tutoring . 	Intervention activities are done via day push-in and pull-out programs and an afterschool literacy program. In addition, Saturday Academy has a component where targeted students are grouped and intervention is done. Lunch period tutoring provided to targeted students.

	<p>topic is introduced and developed with relevant facts, definitions, concrete details, quotations, or other information and examples, identifying an author's purpose and utilizing various nonfiction texts. Intervention strategies also include practice in responding to multiple choice items based on complex texts and revising writing to attain proficiency.</p>		
<p>Mathematics 95 students</p>	<p>AIS is designed to enhance students' readiness for the New York State Math Assessment and introduce them to the Common Core Standards in math. Students get to review topics they have learned in math classes and analyze questions that help them find out what they know about math ideas, skills, and problem solving. Some activities consist of multiple choice questions, short writing problems, and extended writing problems. Students are asked to solve a problem, show their work, explain what steps they took and state why they think a particular answer is correct. They use a variety of software programs to reinforce numeracy skills. Represent problem structures in multiple ways; Performing calculations with speed and accuracy; Raising questions and formulating conjecture; multiple approaches to problem solving; examples connecting math to real world; use of manipulative; use of computer/online resources-Castle Learning and</p>	<ul style="list-style-type: none"> • Baseline data collection • Direct observation • Curriculum-based assessment • Progress Monitoring • scaffolding strategies • Cooperative groups, • peer tutoring and • small group tutoring .. 	<p>Intervention activities are done via day push-in and pull-out programs and an afterschool literacy program. In addition, Saturday Academy has a component where targeted students are grouped and intervention is done. Lunch period tutoring provided to targeted students.</p>

	Acuity; CCSS aligned workbooks.		
Science 50 students	Students who score poorly on unit tests and/or projects are identified for services. They participate in hands-on investigations, observations, and cooperative learning groups to stimulate interest in science related careers. They are tested on their lab skills and general understanding of science. Extended response questions are used to assess writing proficiency and ascertain their ability to apply their knowledge of science. Students also work on science vocabulary terms and complete research projects. Scientific hands-on experiments; citing text/scientific details to support responses; use of audio-visuals aides; project based learning; small group activities; scientific calculations using speed and accuracy; constructing 3-D models;	<ul style="list-style-type: none"> • Baseline data collection • Direct observation • Curriculum-based assessment • Progress Monitoring • scaffolding strategies • Cooperative groups, • peer tutoring and • small group tutoring . 	Students receive services via day and afterschool intervention programs. . In addition, Saturday Academy has a component where target students are grouped and intervention is done on a smaller scale
Social Studies 50 students	Students who are not proficient on unit tests and projects are identified for services. Projects are developed in coordination with students' social studies teacher and the technology specialist. Students explore content deeply, as they pursue topics of interest and engage in inquiry through completion of projects. Citing textual evidence in writing; supporting arguments using facts, historical facts, and logics; scanning techniques; reading informational text; Show films, filmstrips, or videotapes; give oral reports; written reports	<ul style="list-style-type: none"> • Baseline data collection • Direct observation • Curriculum-based assessment • Progress Monitoring • scaffolding strategies • Cooperative groups, • peer tutoring and • small group tutoring . 	Students receive services via day and afterschool intervention programs.

	on readings; constructing models; debates; student led discussions and debates; graphic organizers to scaffold writing.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) 100 students	Problem solving techniques; oral and written self- analysis and reflections; service learning projects; long and short term goal settings; Girls Talk and Gentlemen's Club; social and empowerment activities; delayed gratification techniques; use of self-calming techniques; peers counseling and mediations	All students have access to a counselor as needed. One to one and group counseling is offered. In addition, the guidance counselor coordinates an advisory program as part of day school intervention activities for students.	Students receive services via day and afterschool as necessary.

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.

The school attracts highly qualified staff . Through postings on the school’s portal, distribution of a school brochure, recommendations by teachers on staff and participation in employment fairs, we have been able to staff our school with pedagogues in all areas of need. The school’s inclusion in the “Teachers of Tomorrow” program has also helped to attract staff to our school. As a result, all teachers are appropriately certified. However, to strengthen instruction and build capacity:

- Administration will continue to attend hiring fairs to identify and recruit highly qualified teachers as needed
- Administrator will collaborate with the Network’s Staffing Specialist to gain support in hiring highly qualified teachers to fill vacancies when necessary
- Staff will continue to receive on site professional development support from administrator, 3 instructional Leads, Network Instructional Specialists and peers
- Administration will continue to develop teachers’ instructional practice by utilizing a research based framework for performance evaluations

Professional development will be provided in areas identified by needs assessment of the entire school and the performance of students in relation to CCSS and student achievement standards.

INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school **MS 353**, will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN 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;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Wendy Karp	District 17	Borough Brooklyn	School Number 353
School Name Elijah Stroud Middle School			

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

Principal Tricia Delauney	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Olga Ushitskaya	Guidance Counselor David Smith
Teacher/Subject Area Racquel Stewart	Parent type here
Teacher/Subject Area Monica Saladi	Parent Coordinator N/A
Related Service Provider type here	Other Osmond Miller, TL
Network Leader Wendy Karp	Other Annett McDonald, TL

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	237	Total Number of ELLs	8	ELLs as share of total student population (%)	3.38%
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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. [i](#)

1. Potential ELLs are identified through the Home Language Identification Survey (HLIS). Principal, Tricia Delauney and Secretary, Ms. Atkins are responsible for administering the HLIS and conducting oral interviews as part of the school's admission process. School aide Ms. Cid is fluent in Spanish and teaching assistant Ms. Edmond is proficient in Haitian-Creole. They assist in the translation of the students who speak Spanish or French/Creole. If a student, enrolling in a NYC school for the first time, and is found to have a home language other than English, teacher Olga Ushitskaya is responsible for administering the LAB-R exam within ten days of enrollment. Within this time period, Ms. Ushitskaya contacts the students identified as LAB-R eligible and administers the Listening, Reading and Writing portions of the exam to them as a group. She then makes individual appointments to administer the Speaking section to each student. NYSESLAT is also administered by ESL teacher Olga Ushitskaya.

2. If the school enrolls any ELLs new to the country, the ESL teacher would hold a parent orientation where she would inform the parents/guardians of the three program choices: Free Standing, Transitional Bilingual and Dual Language programs. The principal and ESL teacher would inform parents/guardians about the parent orientation, through letters mailed home and follow-up by phone calls.

The process is broken into several stages:

When a new student is being enrolled for the first time in a NYC school, the parent/guardian is given a Home Language Identification Survey to complete. The survey is reviewed by the Principal, Tricia Delauney, who conducts an informal interview with the parent/guardian to determine possible ELL status and/or SIFE status. A translator is used, if necessary. If it is indicated that the home language is not English, the LAB-R exam is administered within ten days of the student's initial enrollment. The LAB-R is hand scored before being sent to be scored officially to determine placement and services needed. If the student is indeed determined to be an ELL, the parent/guardian is sent an entitlement letter in their home language and is invited to the school for an orientation within ten days of the student's enrollment. At the parent orientation, conducted by the ESL teacher Olga Ushitskaya and Principal Tricia Delauney, the parent/guardian is given information about the three programs available to students in NYC schools: Free Standing ESL, Transitional Bilingual, and Dual Language. The parents are also given brochures on the program choices in their native language. Using the Program Selection form provided at this orientation, the parent/guardian selects a program for the student. If the parent/guardian chooses a Transitional Bilingual or Dual Language program, he or she is provided with information on the schools that have such programs. Every year, continued ELL status is determined by the administration of the NYSESLAT. To determine NYSESLAT eligibility, the Principal checks the RLER report in ATS. The NYSESLAT exam is administered by the Principal in consultation with

the ESL teacher. The testing materials are kept in a secure location until the testing dates and each component of the assessment is administered within the time frame, regulations, and guidelines stated by the New York State Education Department. Testing modifications for each student eligible to take the NYSESLAT are reviewed and provided as required. For students who do not receive a proficient score in the NYSESLAT taken the previous Spring, parents/guardians are sent continued entitlement letters at the beginning of the next school year.

3. The school mails home the Entitlement letters, the Parent Survey and Program Selection forms to parents/guardians of ELLs students. School staff, including ESL teacher, Olga Ushitskaya, follows up with telephone calls to parents/guardians if forms were not returned within the prescribed time.

4. We have placed identified ELLs in the mainstream classrooms or self-contained special education classrooms, when appropriate. They get pulled out for ESL services according to their level of English proficiency.

5. Our ELL students are being serviced as per parental choice. This year, two (2) new ELL students (twin-brothers) entered our school. The parent choose the ESL rpogram after considering the other options offered at the parent orientation meeting. The other six (6) students receive the mandated ELL services for a number of years. At the beginning of the school year no student were transferred to other types of programs.

6. Our school is utilizing the services of an ESL teacher, Olga Ushitskaya, the mandated instructional minutes to our ELL students. In this way, we are working towards our goal of having alignment between parent choice and program offerings.

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	3	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	4	0	0	4	0	3	0	0	0	8
Total	4	0	0	4	0	6	0	0	0	8

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish													3				1		4	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian													2		1				3	0
French																			0	0
Other													1						1	0
TOTAL	0	6	0	1	0	1	0	8	0											

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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?

1. The Push-In/Pull Out model is chosen for our school. All students, including ELLs, are placed in heterogeneous classes.

2. The school utilizes the services of an ESL teacher to provide the mandated minutes per proficiency level of each ELL student. ELL students have been scheduled in the ESL class for a period five days a week or four days a week, depending upon their proficiency level, in the effort to fulfill the mandated time requirements.

3. English is the language of instruction for all content areas at ELijah Stroud Middle School. To make instruction comprehensible and to enrich language development, teachers employ a variety of strategies in their instruction and in their assignments. Seminar discussions, group work and lectures facilitate the development of speaking and listening skills. Daily homework assignments and long-term research projects aid in the development of reading and writing skills.

4. ELLs are given the opportunity to take the New York State Math test in English or in their native language, if available. ELLs are placed in heterogeneous classes where differentiation of instruction in assignments and class work is provided to all students by the instructors.

A. Programming and Scheduling Information

5.a. For SIFE students, guidance counselor Davida Smith-Rutherford and Principal Tricia Delauney track the academic progress of any student in this subgroup through questionnaires which solicit feedback from teachers about a student’s performance and they review the narrative reports, monthly practice assessments in core disciplines, and grades that are given by teachers at the end of each marking period. The guidance counselor provides academic counseling to SIFE students in meetings with the students and with their parents/guardians. Ongoing assessments are used to determine the SIFE students’ academic needs in order to provide them with the necessary support. Tutoring services are available to this subgroup on both a voluntary and mandatory basis during the school day and after school.

b. For newcomers, the principal tracks the academic progress of any student in this subgroup who is struggling through questionnaires which solicit feedback from teachers about a student’s performance and they review the grades that are given by instructors at mid-semester and at the end of the semester. The guidance counselor provides academic counseling to newcomers in meetings with the students and with their parents/guardians. Ongoing assessments are used to determine the newcomer students’ academic needs in order to provide them with the necessary support. Tutoring services are available to this subgroup on both a voluntary and mandatory basis during the school day and after school.

c. For ELLs receiving service 4-6 years, the principal tracks the academic progress of any student in this subgroup through questionnaires which solicit feedback from teachers about a student’s performance and they review the grades that are given by instructors at mid-semester and at the end of the semester. Ongoing academic assessments are used to determine these students’ academic needs in order to provide them with the necessary support. Tutoring services are available to this subgroup on both a voluntary and mandatory basis during the school day and after school.

d. For Long-Term ELLs, the guidance counselors track the academic progress of any student in this subgroup through questionnaires which solicit feedback from teachers about a student’s performance and they review the grades that are given by instructors at mid-semester and at the end of the semester. Ongoing academic assessments are used to determine the Long-Term ELL students’ academic needs in order to provide them with the necessary support. Tutoring services are available to this subgroup on both a voluntary and mandatory basis during the school day and after school.

6. Teachers of ELLs-SWDs employ a variety of strategies in teaching this subgroup as well. They utilize workshop format, small and large group activities, small writing assignments and large writing projects among others. Grade appropriate and content rich text materials in each discipline are provided to these students to help them enhance their English Language development as well as their knowledge in the content areas.

7. The guidance counselor and classroom teachers review the IEPs of ELLs-SWDs to accommodate the special needs of this population. In addition, the guidance counselor tracks the academic progress of any student in this subgroup and gets feedback from teachers about a student’s performance and they review school-wide monthly assessments in core disciplines the semester and grades that are given by the teachers at the end of each marking period.

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:

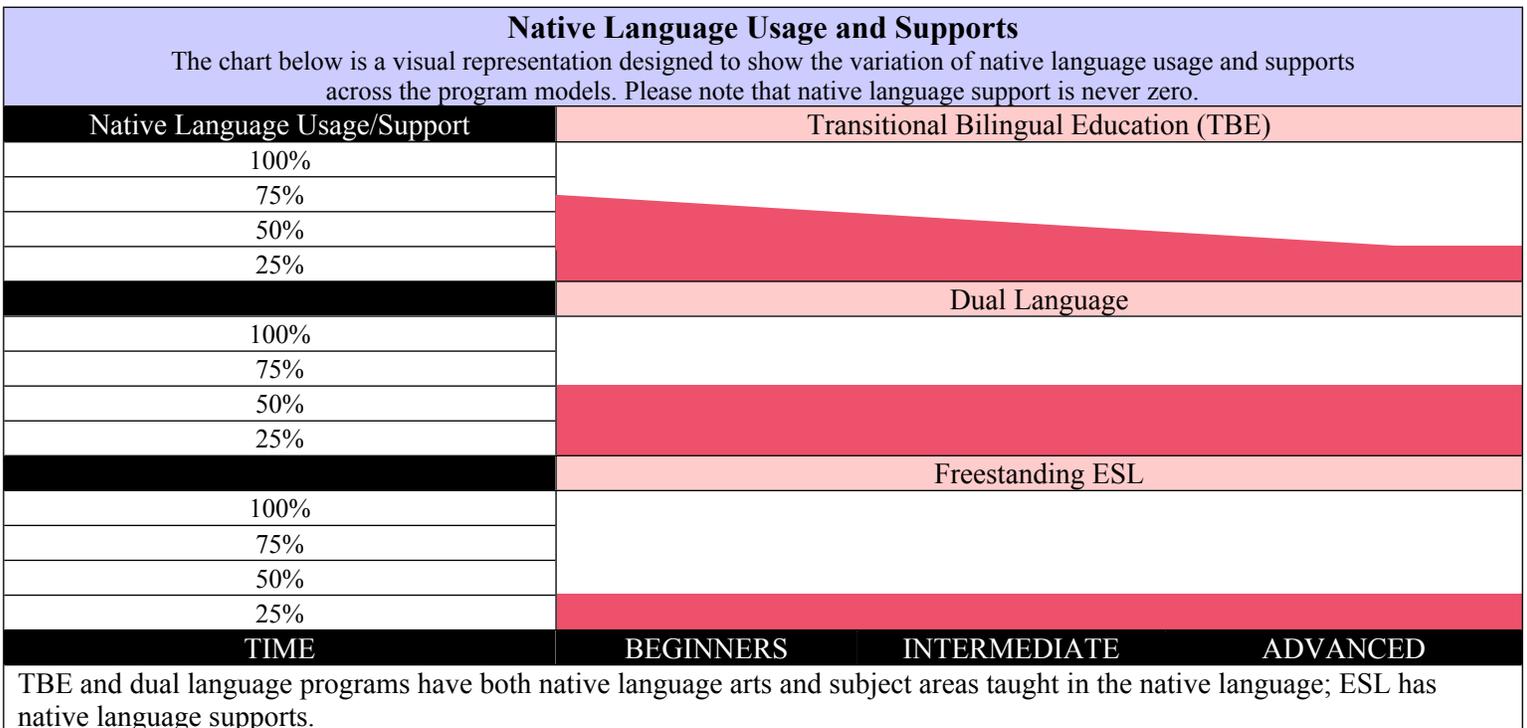
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

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

8. The ELL students receive additional support in ELA, math and other content areas in the English Language by classroom teachers. These students can also receive one-on-one assistance from their instructors. In addition to these voluntary tutoring sessions, ELLs are also expected to attend mandatory tutoring sessions with their teachers or an assigned peer tutor.

9. The progress of ELLs reaching proficiency on the NYSESLAT is monitored by the ESL teacher and school principal, who oversee academic performance of all the students. The principal also informs teachers of ELLs reaching proficiency about the requirement of providing modifications for exams for two years subsequent to reaching the proficiency level.

10. The school will continue to research and purchase instructional materials that would aid ELL students and the instructors of the ELL students.

11. No programs or services for ELLs will be discontinued.

12. All ELL students are fully integrated into the school programs, thereby having equal access to all subjects. ELL students may take advantage of all tutoring programs offered to all students during and after the school day. In addition, ELLs have equal access to computers and online resources at school.

13. Instructional materials used to support ELLs include bi-lingual dictionaries and some textbooks that are at a lower reading level. There are also graphic novels that aid those ELL students who have a visual learning style. ELLs have access to instructional websites that include listening/reading materials, language assessments, and interactive games.

14. There are dictionaries and reading materials in the native languages of ELLs in the school's library. The school administration continuously seeks to expand its collection of native language reading materials. For example, the school has purchased Spanish language books to include in the collection. Dual language books and dictionaries in our library collection include works in Spanish, Polish, Arabic and Haitian - Creole. A buddy system is created whereby students speaking the same native language as the ELLs would provide additional support to their ELL classmates.

15. The school attempts to provide instruction that meets ELLs' grade level and age. Elijah Stroud Middle School provides instruction and materials that are appropriate for middle school students, including ELL population. Enrichment courses are provided to all students, including ELLs.

16. The principal meets with newly enrolled ELLs in order to review each student's program of study. She then works with teachers to adjust expectations and assignments where appropriate.

17. ELLs have the opportunity to enroll in any of the schools' language electives.

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.

1. The ESL teacher attends conferences and workshops related to ELL pedagogy. All teachers are encouraged to participate in ESL professional development workshops offered by the Department of Education.
2. To assist ELLs in their transition from middle school to high school, all teachers learn about the demographics of our school population. They are informed about the needs of the individual ELL students and collaborate with the administration in making modifications to students' course of study when necessary. Teachers are also informed about test modifications for ELL students.
3. The ELA department will be asked to deliver professional development on strategies for teaching ELLs at faculty/staff meetings during the year. Topics include differentiation of instruction and use of technology. Professional Development sessions and Faculty Meetings supplement this professional development. Teachers are encouraged to attend workshops on ESL offered by the Department of Education.

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?

1. Parents are involved in our school through different venues. Parents are members of the PTA and serve on the School Leadership Team. On a more informal basis, they participate in after-school functions such as our Thanksgiving feast, where they share foods and artifacts. Parents also volunteer to assist with educational trips and as guest speakers.
2. The school has developed partnerships with local businesses.
3. The needs of parents are evaluated based upon surveys distributed by the Executive Board of the PTA. In addition, some parents take the initiative to contact the school principal and guidance counselor about their concerns and needs; the latter assess the nature and extent of concerns and follow up with the appropriate actions. All parental concerns are addressed in a timely manner.
4. PTA programs are designed based upon the needs of the parents, including the parents/guardians of ELLs. For example, ARIS training for parents is conducted on an annual basis to address the needs of parents for information about their children's academic performance and progress. The school principal has annually presented an overview about the Regents exams in response to parents' concerns about the state assessments.

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)							3		1					4
Intermediate(I)								1						1
Advanced (A)								2	1					3
Total	0	0	0	0	0	0	3	3	2	0	0	0	0	8

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

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

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

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

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

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

Native Language Tests

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

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

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

1. Different types of language assessments have been administered to all students, including ELL the populations. School-wide predictive and acuity assessments are given on a monthly basis to assess students' needs and progress. In addition, LAB-R and NYSESLAT are administeed to ELL students. Data from the 2011-2012 NYSESLAT and LAB-R show that 8 ELL students took the exams with the results that 4 are beginners, 1 intermediate, and 3 advanced level students.

2. Data patterns across proficiency levels on the NYSESLAT and grades on state assessments reveal that our ELLs are progressing in their English proficiency and succeeding in their academic subject areas. There are 5 students who are beginners in listening/speaking, 1 proficient, and 1 advanced. Three students are advanced in reading.writing, while 4 are beginners and 1 is intermediate.

3. In the school year 2011-2012, five (5) out of ten (10) ELL students have attained proficiency on the NYSESLAT and do not have ESL services. Two (2) students progressed from the intermediate level to the advanced level. While two (2) other students made progress in various language modalities. Out of the eight (8) ELL students in our current program (school year 2012-2013), two (2) students were recently admitted to the DOE while four (4) other students came from different elementary schools. The school is providing ELL services and monitoring their progress. Our instructional program provides multiple opportunities for our students to develop their skills in listening and speaking. Because many of our classess adopt a workshop model, all students have occasions to listen to their peers and teachers and also to participate in classroom discussions. ELLs are also administered the Pearson Reading level indicator which indicates readng levels and pinpoints the main areas that need to be focused when planning instruction. ELL periodic assessment data for 2012-2013 are also used to identify instructional needs. Data patterns show that 4 students are in need of targeted instruction to improve speaking and listenng skills. Three students approach proficiency standards in different modalities.

4. All ELL students take their exams in English Language Arts subject and they have demonstrated that they are succeeding on the school and state assessments.

6. Several measures indicate that our ELL students are making steady progress. Their passing rate on the state tests and the grades on their report cards point to a positive learning experience at Elijah Stroud Middle School.

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: _____	School DBN: _____	Signatures of LAP team members certify that the information provided is accurate.	
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tricia Delauney	Principal		1/1/13
N/A	Assistant Principal		1/1/13
N/A	Parent Coordinator		1/1/13
Olga Ushitskaya	ESL Teacher		1/1/13
	Parent		1/1/13
Racquel Stewart	Teacher/Subject Area		1/1/13
Monica Saladi	Teacher/Subject Area		1/1/13
N/A	Coach		1/1/13
N/A	Coach		1/1/13
David Smith	Guidance Counselor		1/1/13
Wendy Karp	Network Leader		1/1/13
Osmond Miller	Other <u>Teacher Lead</u>		1/1/13
Annett McDonald	Other <u>Teacher Lead</u>		1/1/13
	Other		1/1/13
	Other		1/1/13

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 17K353 **School Name:** Elijah Stroud Middle School 353

Cluster: CFN 6 **Network:** 605

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

Part A: Needs Assessment Findings

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

ELL students report that they do not get much help at home as most parents do not read, write or speak English. To meet the language translation and interpretation needs of our students and their families, we utilize our bilingual school aide and teacher of Spanish to facilitate parent conferences and telephone calls to families through use of DOE sites we are able to send home notices in all applicable languages.

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

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

Part B: Strategies and Activities

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

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

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

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

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

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