



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: MIDDLE SCHOOL 584

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 16k584

PRINCIPAL: GILLEYAN J. HARGROVE

EMAIL: GHARGRO@SCHOOLS.NYC.GOV

SUPERINTENDENT: EVELYN SANTIAGO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Gilleyan J. Hargrove	*Principal or Designee	
Michael Fernandez	*UFT Chapter Leader or Designee	
Sachi Shand	*PA/PTA President or Designated Co-President	
Nicola Hall	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lashonda Randolph	Member/UFT	
Jean Chester	Member/UFT	
Kimberly Boynton	Member/UFT	
Tabatha Dawkins	Member/Parent	
Everill Benjamin	Member/Parent	
Melissa Lucas	Member/Parent	
	Member/	

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

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

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

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

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

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

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

Major Recommendation

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

School leadership should implement a classroom observation schedule to more closely monitor the quality of teaching and learning across the school and provide written feedback for all formal informal and walkthrough observations. The school should seek support from Network in developing lesson observation protocols, including training for school leaders in writing effective teacher feedback. SQR 11-12 (pg. 6)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

<input type="checkbox"/> 2.2 School leader's vision	<input type="checkbox"/> 2.4 School leader's use of resources
<input checked="" type="checkbox"/> 2.3 Systems and structures for school development	<input type="checkbox"/> 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- **By June 2013 Administrators will conduct a minimum of 4 to 6 informal/formal observations with meaningful written feedback for each teacher using the Danielson framework for enhancing professional practice.**
- **By June 2013 Network leader and Deputy Network Leader will visit three times a year and coach administration to provide comprehensive feedback to teachers**

Instructional strategies/activities

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

Strategies/Activities:

- Teachers receive professional development from educational consultants, network and administration focused on Danielson's Framework; Citywide Instructional Expectations; and Shifts in ELA and Math
- Principal and Assistant Principal will create an observation schedule for the 2012-2013 school year that will reflect observation dates(pre – obs –post), rating and next steps.
- Principal and Assistant Principal will complete 3 observations together (formal and informal - in cycles) and use tally rating sheet to norm ratings of teachers using Danielsons' Framework.
- Principal and Assistant Principal will use Danielsons' Framework (components 1e, 3b, 3c) to observe and assess teacher instruction as it relates to the Teacher Effectiveness initiative and overall student achievement
- Principal and Assistant Principal will use Teacher Effectiveness Initiative low inference note-taking system and give immediate feedback to teachers
- Teachers will receive written feedback for all formal, informal and walkthrough observations including clear targets for improvement.
- Principal and Assistant Principal will receive Professional development and coaching from Network Leader, Deputy Network Leader and Network Achievement

coaches three times a year to provide comprehensive feedback to teachers.

- Principal and Assistant Principal will provide written feedback for all informal, formal and walkthrough observations along with clear targets for improvement and next steps for progress
- Teachers will receive professional development by instructional leads and administration in regards to teacher expectations
- Principal will purchase the Teachboost on-line observation tool to support teachers receiving immediate and timely feedback
- Principal and Assistant Principal will use Teachboost to capture informal observations and provide teachers with immediate and timely feedback with clear targets for next steps.
- The network support team will provide support in developing lesson observation protocols and writing effective teacher feedback.

Key Personnel:

- Principal, Assistant Principal, Network Instructional Specialist , and Educational Consultant

Targets:

- Teachers

Timeline:

- January to June

Budget and resource alignment

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

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

Tax Levy
 Title IA
 Title IIA
 Title III
 Set Aside
 Grants
 x Other-describe here: Title 1 Priority/Focus
 SWP

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).
- **Title 1 focus money will be used to purchase Teach-Boost (Educational Software) on line observation tool to capture and provide immediate feedback to teachers from School Leaders.**
- **Title 1 focus funds will be used to contract Educational Consultant to provide professional development focused on Danielson's Framework; Citywide Instructional Expectations; and Shifts in ELA and Math (6 half day session in total)**
- **Title 1 focus funds will be used to purchase a Site License for Teach-Boost (Educational Software) on line observation tool.**

Program	Participants	Frequency	Duration
Teachboost Ed. Software Site Lic.	School Leadership	Weekly	January to June 2013
Outside Educational Consultants	School Community	Monthly	January to June 2013

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

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

Major Recommendation

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

School leaders will establish protocols and expectations for the use of common planning time SQR 11-12 (pg. 6)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

_____ 3.2 Enacted curriculum

 X 3.4 Teacher collaboration

_____ 3.3 Units and lesson plans

_____ 3.5 Use of data and action planning

Annual Goal #2

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

By June 2013 teacher teams will create clear and comprehensive agendas for weekly meetings to support the alignment of a CCLS curriculum and instructional shifts

By June 2013 teacher teams will adopt a protocol for looking at student work and collaborating across grades and departments

Instructional strategies/activities

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

Strategies/Activities:

- Teacher teams will meet weekly to review data, look at student work, plan lessons, adapt, revise and align curriculum.
- Teacher team will develop a protocol for looking at student work and create a document to capture feedback.
- Teacher teams will create comprehensive agendas and submit weekly to Principal and/or Assistant Principal prior to meeting time.
- Each teacher on the team will maintain a Looking at Student Work binder with student work, rubric, task and feedback sheet.
- Principal and Assistant Principal will meet with teacher teams afterschool to plan lessons, align curriculum, look at data and look at student work.
- Instructional leads will meet with respective teacher teams to develop protocols for meetings, protocols for looking at students work, protocols for collecting and assessing data and monitoring and revising.
- Teacher teams will examine student work, student data to identify trends and patterns in student learning and review and revise curriculum maps and lesson plans to meet all student needs.
- Teacher teams will analyze data, identify trends, align learning objectives to the CCLS and align curriculum maps.
- Teacher teams will also focus on developing plans for differentiating instruction, developing rubrics, and creating lessons with embedded supports and scaffolding.
- Math and Social Studies team will meet with assistant principal to plan lessons, align curriculum to CCLS, look at data and look at student work
- ELA and Science team will meet with principal to plan lessons, align curriculum to CCLS, look at data and look at student work. Special Education team will

meet with Principal and Assistant Principal to plan lessons, align curriculum to CCLS, look at data and look at student work.

-

Key Personnel:

- Math, Social Studies, ELA and Science teams, Assistant Principal, Principal and Educational consultants. All teams will meet on a weekly basis.

Targets:

- One teacher team meeting will be focused on inquiry based teacher team work.

Timeline:

- January to June 2013

Budget and resource 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 IA
 Title IIA
 Title III
 Set Aside
 Grants
 Other-describe here: Title 1 Priority Focus/SWP

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).
- **School leaders will deploy the educational consultants who will meet with teacher teams afterschool to plan lessons, align curriculum, look at data and look at student work.**
- **Education consultants** will be coaching teachers in examining student work, student data to identify trends and patterns in student learning and review and revise curriculum maps and lesson plans to meet all student needs
- **Title 1 focus money will be used to pay Per Session afterschool hours for all teachers.**
- **Title 1 focus money will be used to hire Educational Consultants whom will meet with teacher teams afterschool to plan lessons, align curriculum, look at data and look at student work.**

Program	Participants	Frequency	Duration
Outside Educational Consultants	School Community	Monthly	January to June 2013
After School Program – Per Session	Teachers, AP, and Principal	Weekly	January to June 2013

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

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

Major Recommendation

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

Provide Professional Development to introduce teachers to a wider range of instructional strategies and implement these strategies that can be used in the classroom to promote greater student participation in the learning process. Teachers should be expected to implement these strategies, and school leaders should monitor implementation and provide additional PD for teachers when necessary SQR 11-12 (pg. 4)

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

 X 4.2 Instructional Practices and strategies

 4.4 Classroom environment and culture

 4.3 Comprehensive plans for teaching

 4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2013 Teachers will receive professional development on a researched based lesson plan design (ie. Madeline Hunter). Teachers will use strategies to promote greater student participation during the learning process

Instructional strategies/activities

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

Strategies/Activities:

- Teachers will receive Professional Development on the Madeline Hunter Lesson Plan design resulting in more effective lesson delivery and student mastery in skills/strategies being taught.
- Teachers will incorporate components of the lesson plan design in their lesson planning with alignment with CCLS.
- Teachers will create lesson plans that include UDL strategies for lowest third, SWDs and ELLs, differentiated instruction and tiered questioning.
- Teachers will develop lesson plans with learning objectives that are rigorous using Depth of Knowledge rubric as a resource.
- Principal and Assistant Principal will observe strategies taught from Profession Development weekly for implementation of strategies, clarity of delivery and evidence of common practice among teachers.
- Principal and Assistant Principal will create a lesson plan tracking sheet to monitor planning and provide additional Professional Development when necessary
- Teachers will meet during weekly team meetings to review and revise lesson plans and use data to drive lesson planning and instruction.
- Principal, Assistant Principal and teachers will collaboratively develop teacher professional development plans resulting in an increase in targeted effective instruction with a direct effect in progress for lowest third, SWDs and ELLs
- Teachers will receive Professional Development to further support the use of data to drive lesson planning and instruction with a focus on ensuring that tasks match the academic needs of the lowest third, SWDs and ELLs with network instructional support and Assistant Principal.
- Principal and Assistant Principal will monitor teachers' planning and classroom instructional practices and give ongoing quality feedback to teachers.]

Key Personnel: Principal, Assistant Principal, Teachers, and Educational Consultants

Targets: Teachers.

Timeline: January to June monthly professional development from Madeline Hunter

Budget and resource alignment

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

x Other-describe here: Title 1 Priority /Focus

SWP

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).
- **Title 1 focus money will be used to pay Educational Consultants to provide both in class lesson demonstrations as well as afterschool professional development sessions for teachers to plan lessons, see model lessons, align curriculum, look at data and look at student work.**
- **Title 1 focus money will be used to pay Per Session afterschool hours for all teachers.**

Program	Participants	Frequency	Duration
Teachboost Ed. Software Site Lic.	School Leadership	Weekly	January to June 2013
Outside Educational Consultants	School Community	Monthly	January to June 2013
After School Program – Per Session	Teachers, AP, and Principal	6 TEACHERS X 3 HRS X 13 SESSIONS X \$50.19 1 PRINCIPAL X 1 HR X 19 SESSIONS X \$52.52 1 AP X 4 HRS X 19 SESSIONS X \$52.52	January to June 2013

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

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

Major Recommendation

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

Put a plan in place to better monitor student movement during classroom transition times and provide students with appropriate and consistent consequences for lateness, when necessary. SQR 11-12 (pg. 7)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

X

- | | |
|---|--|
| <input type="checkbox"/> 5.2 Systems and partnerships | <input type="checkbox"/> 5.4 Safety |
| <input type="checkbox"/> 5.3 Vision for social and emotional developmental health | <input type="checkbox"/> 5.5 Use of data and student needs |

Annual Goal #4

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

By June 2013, further create an environment that supports safety and respect by developing systems for lateness and hallway transition.

Instructional strategies/activities

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

Strategies/Activities:

- Partner with Peace First (CBO) and meet with Peace First teachers (6) to design a behavior modification plan for the school.
- Establish a Peace First Leadership Team/PBIS team made up of teachers, guidance, dean, parent coordinator and administrator.
- Participating Student Success Team (16K584 was selected to be a part of the Mayor Attendance Program) will meet weekly to monitor attendance and lateness patterns and behavioral facts that impact student learning.
- Select student council members to encourage student voice in planning and decision making for the school.
- Establish hall monitor squad made up of students to support the smooth student movement during transitions.
- Teachers will participate in professional development delivered by Peace First.
- Peace First and Counseling in Schools will provide in class sessions to students and teachers on lateness and attendance and provide incentives for students who are making progress
- Staff and student council will further develop the PBIS/P.R.E.S.S. school wide positive behavior system.
- School will host monthly assemblies to celebrate attendance, timeliness and positive behavior.
- Principal will purchase the book **Best Behavior – Building Positive Behavior Support in Schools** for PFLT/PBIS team to investigate and adopt strategies to improve behavioral outcomes for students

Key Personnel:

- School Community, Peace First , Counseling in Schools (CBO's), PFLT Team, staff

Targets:

- Late sheets will be signed and tallied daily
- Tracking sheets and spreadsheets will be created monthly to monitor student lateness
- Hall monitor sheets will be used daily to monitor hallway transitions

Timeline:

- January to June

Budget and resource 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 IA Title IIA Title III Set Aside Grants

x Other-describe here: AIDP Every Student

 Every Day/Title 1 Priority/Focus SWP**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).
- **Title I Priority Focus SWP will fund Peace First in order to design a behavior modification plan for the school.**
- **AIDP Every Student Every Day will be used to fund Counseling in Schools who will provide in class sessions to students and teachers on lateness and attendance and provide incentives for students who are making progress.**
- **Title 1 focus money will be used to purchase several copies of the Book Best Behavior – Building Positive Behavior Support in Schools**

Program	Participants	Frequency	Duration
Peace First	School Leadership	Weekly	January to June 2013
Counseling in Schools	School Community	Monday-Wednesday-Friday	January to June 2013
<u>Best Behavior – Building Positive Behavior Support in Schools</u>	School Community	Weekly	January to June 2013

January to June

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Title 1 – 1%/Title 1

Priority/Focus SWP

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).

• **Title I Parent SWP 1 % Parent Involvement allocation will pay SLT Team yearly stipend.**

• **Title 1 Focus funds will purchase Supplies to support the SLT meetings.**

Program	Participants	Frequency	Duration
SLT Team	School Community	Monthly Meetings	January to June 2013
Supplies for SLT team meetings	School Community	Monthly Meetings	January to June 2013

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	AIS/SETSS One Year in One Year Afterschool/Saturday Academy	Small group and one-to-one Students are place in small groups to focus on reading and writing skills and strategies. These services are provided during the school day and afterschool. The programs being used are: CCLS aligned Ready, Buckle Down, Spotlight, Achieve 3000, Kaplan Focus on Reading, Kaplan Test Companion and ACUITY. There is a specific on skills that have not been mastered.	During the school day, afterschool, Saturday
Mathematics	AIS/SETSS One Year in One Year Afterschool/Saturday Academy	Small group and one-to-one Students are placed in small groups to focus on math concepts, skills and strategies. These services are provided during the school day and afterschool. The programs being used are: CCLS aligned Ready, Kaplan Test Companion and ACUITY. There is a specific on skills that	During the school day, afterschool, Saturday

		have not been mastered.	
Science	Intensive Science Program	Science teachers identify students that have low performance in science and provide additional tutoring.	Afterschool
Social Studies		Social Studies teachers provide one to one tutorial and small group support for exit projects during after school	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Small group and one-to-one Guidance counselor meets with students individually and in groups to address specific concerns with students. These sessions take place one to three times a week during the school day.	During the school day

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.

- Regular basis teacher team will meet to access the program and evaluate its effectiveness
- Teachers meet weekly by grade and content area for 100 minutes a week to plan. During these session teachers create curriculum maps, unit plans, develop learning objectives, share best practices, research, create groups, analyze data, look at student work, make adjustments in lesson plans, set goals and discuss student progress.
- Lead teachers meet with non-tenured teachers to support lesson development, discuss progress, develop portfolios and provide professional feedback.
- Teachers are observed informally and formally and are provided with feedback to support ongoing professional growth.
- Teachers are voluntarily video-taped as a form of professional development to support toward enhancing teaching practices.
- Teachers set professional goals, identify professional development needs, and discuss with the principal, assistant principal and/or colleagues strengths and areas of improvement.
- Instructional Curriculum Team meets weekly to discuss, review and revise needs of teaching staff, curriculum shifts, new initiatives and adjust intervention groups. That information is then shared with teachers via group or individual planning meetings.
- Teachers are trained on how to capture daily attendance. Teachers are provided with a memo regarding the attendance procedure memorandum. An action plan for attendance is shared with staff on process for increasing our attendance. Teachers are responsible to P.R.E.S.S. system incentive log that promotes positive attendance through incentives

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT 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 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
MAY BE LAST YEARS BUT MUST BE UPDATED

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

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

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

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

Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	267	Total Number of ELLs	7	ELLs as share of total student population (%)	2.62%
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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. 

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)		Special Education
SIFE	0	ELLs receiving service 4-6 years		Long-Term (completed 6 years)

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

IV. Current English Language Learners Instructional Programs

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

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

English Program

Freestanding English as a Second Language Program

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

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

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

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

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

VI. Plan for Newcomers

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

A. Programming and Scheduling Information

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

VII. Plan for SIFE

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

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

VIII. Plan for Long Term ELLs

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

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

IX. Plan for Special Needs Students

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

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

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

Courses Taught in Languages Other than English

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

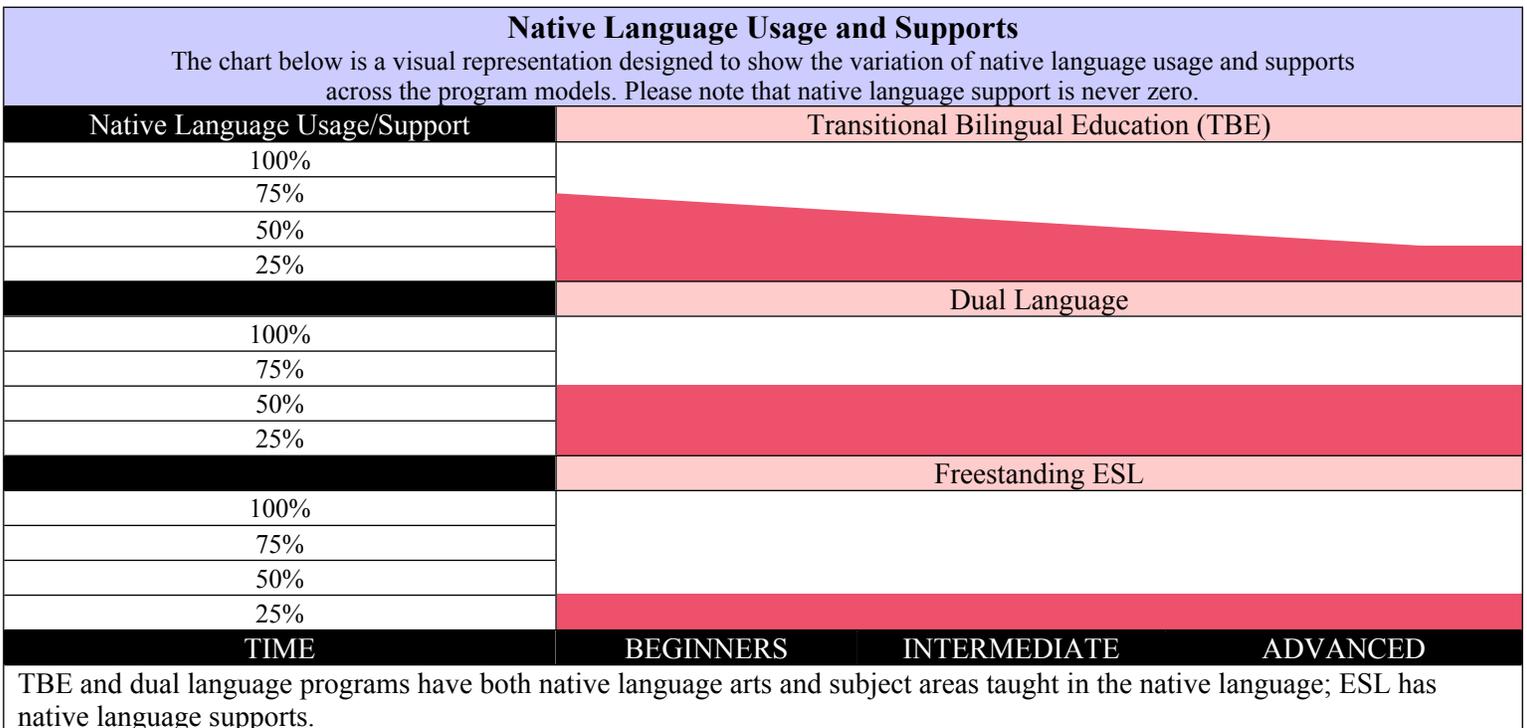
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	
Science:	

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

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



B. Programming and Scheduling Information--Continued

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

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

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	1						2
Intermediate(I)							1		1					2
Advanced (A)									3					3
Total	0	0	0	0	0	0	2	1	4	0	0	0	0	7

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

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

After reviewing the NYSESLAT data, the patterns revealed were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is the case in the beginner and intermediate level ELLs.

- After looking at the NYSESLAT scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advance level.

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Granville T. Woods</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

School Name: Granville T. Woods

School DBN:

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 402 **Network:** 3

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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