



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: THE PAUL L. DUNBAR ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X301

PRINCIPAL: BENJAMIN BASILE

EMAIL: BBASILE@SCHOOLS.NYC.GOV

SUPERINTENDENT: TIMOTHY BEHR

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
Benjamin Basile	*Principal or Designee	
Richard Waltzer	*UFT Chapter Leader or Designee	
Marsha Robinson	*PA/PTA President or Designated Co-President	
D. Anastasio	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	
Robert Williams	Member/Staff	
Sonia Depugh	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

- From SQR 2012 (pg. 4): *“The Principal should establish a schedule of formal and informal observations, including areas of focus, to be conducted by all school leaders. Common formats should be used, and school leaders should meet regularly to review their observations, assess the effectiveness of PD and identify areas needing further development.”*

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

_____ 2.2 School leader’s vision

_____ 2.4 School leader’s use of resources

_____ 2.3 Systems and structures for school development

 x 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By June 2013, there will be improvement in pedagogical practice, as evidenced by 90% teacher participation in differentiated professional development related to CCLS-aligned curricular activities and 75% of teacher observations reflecting improved pedagogical practice in response to the PD.

Instructional strategies/activities

- - a) School leaders will implement a three tiered observation system. The first level is a brief walkthrough, commonly referred to as a “pop-in” by Kim Marshall. This visit last approximately five minutes. The observer will use the SOTEL tool described by Marshall. This tool allows the observer to quickly scan for safety, objective, teaching, engagement, and learning within the classroom. The observer should discuss one or two insights from the pop-in with the teacher soon after the visit. The second tier involves frequent informal observations using a research based teaching framework (Danielson). The observation will ideally be carried out by at least two school leaders, so they may discuss their findings and come to a consensus about the teacher’s practice. The observation will last for approximately 20 minutes, and the observers will write down their low inference observations and recommendations for the teacher to keep. The informal observation process will focus on seven components from Danielson’s framework, including the three components emphasized in the CIE. The informal observation will be followed by a conversation between the observers and the teacher where they can discuss the findings and determine next steps. The final tier is the formal observation. Each teacher will have a pre-observation conference with an observer followed by the formal observation and a post-observation conference. The teacher will receive a list of commendations and recommendations. At this time the teacher will also receive a Satisfactory or Unsatisfactory rating for the lesson observed.
 - b) The school leaders that will be involved in conducting the observations are the Principal, Assistant Principal, and the Principal Intern. The SOTEL tool created by Kim Marshall and the Framework for Effective Teaching by Charlotte Danielson will be used. The school leaders will also seek guidance and resources from key Network personnel and talent coaches.
 - c) The teachers will be included in the conversation of deciding where they fall in Danielson’s framework. School leaders’ expectations are that each teacher will be able to move up at least one level in Danielson’s rating system minimizing the amount of components that they fall into the ineffective category. The discussion following the informal observations should include an action plan and next steps for at least one component, and certainly for components that the teacher is seen as ineffective in. In the following visits, school leaders should check if the previously discussed concerns are being addressed in addition to any new focus areas. This is a collaborative process, and the teacher’s feedback is just as vital as the school leaders’. The observation process will help create dialogue that can improve teacher practice and increase student outcomes.
 - d) The pop-ins should be happening daily with two or three teachers being seen at a minimum by an observer. Each teacher should receive two to three informal observations, coupled with a discussion with the observer, per semester. These observations will be recorded with a copy going to the teacher and another copy going into an informal observation binder. The conversation should follow closely after the observation, preferably within 24 hours.

Each teacher will receive a formal observation preceded by a pre-observation conference and followed by a post-observation conference. The teacher will receive a written report detailing commendations and recommendations, as well as their rating in a timely fashion.

- e) The work around CCLS aligned curriculum and teacher effectiveness should lead to increased student progress as measured by a one year increase in scale score on the state assessments

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: _____

Service and program coordination

- • Title I, Tax Levy, and Title III funding are coordinated to support personnel and resources relative to the aforementioned goal. Tax Levy and Titled monies support this initiative via extended time (per session) for drafting, implementing, and facilitating adult learning.

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

From SQR 2012 pg. 3: The school leaders should work with a team of teachers to revise ELA curriculum maps to provide coherent instruction across and within grade levels. These maps should ensure continuity of instruction within the school and provide students with progressive skill development.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

: ELA Curriculum maps will be reexamined and tailored to provide coherent instruction, assessment, and student reflection, encompassing the 10 month school year. The maps will reflect pertinent skill development, strategies for instruction, resources relevant to topics and skills, and formative and summative assessments. The improvement in maps and subsequent continuity in instruction should lead to increased student progress as measured by a one year increase in scale score on the state assessments.

Instructional strategies/activities

Strategy: Revision of skills and units relative to CCLS will include a clear citation of state standards, skills embedded in student lessons and activities, and clearly defined venues that include: essential overarching questions, pertinent content, benchmarks, activities, assessments, and a calendared timeframe for delivery. The maps should reflect an alignment across grade levels.

Activity: Daily planning meetings will include opportunities for discourse, examination, and revision of curriculum maps, a tuning protocol, including a recorder, timekeeper, and key facilitator will be employed to maximize time and efficacy of participants. Particular attention will be paid to designing student activities that emphasize student engagement and higher order thinking skills. These activities should push students towards achieving the objective of the lesson and encourage students to ask and answer high level questions to improve discussion. This type of activity will foster the learning needed to improve student progress at the school.

Key Personnel: ELA teachers, Network Support Staff, the Principal, Staff Developer via a NYCDOE approved vendor.

Timeline: Each month will be considered one month ahead, i.e., March will be considered in February, etc.. Final edits and revisions will be completed in May.

Budget and resource alignment Object Code: 685, \$24, 920.00

- 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 x Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- • Title I, Tax Levy, and Title III funding are coordinated to support personnel and resources relative to the aforementioned goal.
- Tax Levy and support this initiative via extended time (per session) for drafting, implementing, and facilitating adult learning.
- The fiscal resource above, cited as title I monies, will support an AUSSIE Coach to help support the restructuring of our maps and curriculum.

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

- *From SQR 2012- “School leaders should provide professional development (PD) to teachers to support the development of a variety of instructional strategies to ensure that all lessons include opportunities for students to engage in higher order thinking and problem solving activities. Professional development (PD) should also be provided to ensure that teachers plan for and execute lessons using all the elements of the workshop model. School leaders should conduct follow-up observations to ensure that teachers are incorporating strategies that have been introduced in PD sessions. ”*

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

_____ 4.2 Instructional Practices and strategies

 x 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

- *By June 2013, there will be an improvement in pedagogical practice, as evidenced by 90% teacher participation in professional development focused on questioning and differentiated instructional strategies and 75% of teacher observations reflecting improved pedagogical practice in response to the PD.*

Instructional strategies/activities

- - a) Questioning will be a major instructional focus for the school. Questioning is seen as the major tool that fosters student learning, and the school is concentrating on students using higher order thinking skills. When students are asked the right questions, the dialogue between teacher and student, and more importantly, between student and student, furthers students’ ability to reach the desired instructional objectives. Teachers will be encouraged to design series of scaffolded questions, using Webb’s Depths of Knowledge as a reference tool. Students should be asked questions that pass through multiple levels of DOK causing them to recall facts and detail and apply them, hypothesize about what could be, and create something of their own. These questions will be incorporated in whole group discussions, group work, and assessments. Teachers will receive professional development from school leaders and Network personnel about questioning techniques, as well as contracted adult developers. The professional development will include observing a video of a teacher asking questions and discussing whether the questions were effective in helping students reach the instructional objective of the lesson. Danielson’s framework will be used as a resource to determine the effectiveness of the questioning. The professional development series will also invite teachers to bring in questions they have been asking in their respective lessons and engaging in discussion with their colleagues about the effectiveness of the questioning. Finally, school leaders will engage in frequent informal observations with questioning as a primary focus. These informal observations will be followed by a discussion between teacher and observer to discuss the findings and develop specific next steps.
 - b) This will be collaborative process between school leaders and teachers. There should be frequent discussion between the school leaders and teachers, as well as among teachers, regarding the questions used in the classroom. Charlotte Danielson’s Framework for Effective Teaching and Webb’s Depths of Knowledge will be used as tools to foster discussion and improve questioning techniques. Network personnel will assist in delivering professional development. School leaders will also design professional development as well as engage in frequent informal observations with questioning as a primary focus.
 - c) Through frequent informal observation, school leaders will engage in conversation with teachers using Danielson’s framework as a reference tool. Through the continued professional development and next steps determined following informal observations, school leaders expect teachers to rise through the rating system espoused by Danielson’s framework.
 - d) Questioning is a skill that will be stressed throughout the academic school year and the professional development and frequent informal observations

focusing on questioning will be ongoing;

Budget and resource alignment: Object Code 689, \$38, 813.00

• 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: _____

Service and program coordination

- • Title I, Tax Levy, and Title III funding are coordinated to support personnel and resources relative to the aforementioned goal.
- Tax Levy and Titled monies support this initiative via extended time (per session) for drafting, implementing, and facilitating adult learning.
- Contracted adult developers, as well as approved facilitators of pedagogical improvement, will be utilized to promote ongoing growth and development of staff.

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

- **The Principal should work with the attendance teacher, other staff and outside agencies to develop a plan to improve student attendance. One part of this plan should make provisions for supporting identified at-risk students who are chronically late. The Principal should also consider adjusting the schedule to provide supplemental academic support at other times during the school day and after school. (NYSESED SQR, Feb. 2012, p. 4)**

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
 5.2 Systems and partnerships 5.4 Safety
 5.3 Vision for social and emotional developmental health 5.5 Use of data and student needs

Annual Goal #4

By June 2013, 75% of students receiving MS 301's case management services and academic intervention will improve attendance and make academic progress.

Instructional strategies/activities

- A) A weekly case management meeting, structured to respond to parent and staff concerns, meets weekly to discuss at risk students, their concerns, and possible interventions and assisted solutions. The meeting will consist of: the counseling team, related service providers, a general education teacher, a special education teacher, the school psychologist, the school nurse, a network based student support person, and representatives of the Mayor's Chronic Absenteeism Task Force. Individual student concerns are examined and discussed, including anecdotal information, student work products, and parental or agency related commentary. As individual needs are examined, recommendations are made and executed, coupled with appropriate resources and personnel.
- B) A three tiered intervention model is implemented to support at-risk students with academic needs pertinent to ELA and Mathematics:
- 1) Tier I intervention reflects individualization and differentiation the classroom during mandated instructional time for all students; those identified as at-risk receive grouped and individualized attention from the teacher.
 - 2) Tier II intervention reflects extended day venues on Tuesday and Thursday for ELA and Math from 3:30 PM to 5:30 PM; students are grouped by grade and/or ability; skills are reviewed and reassessed relative to mastery of CCLS.
 - 3) Tier III intervention is individualized relative to specific academic needs and is in addition to the two previously mentioned Tiers. The time and duration varies according to student needs, and is flexible based on student performance.
- C) Counselors and support staff offer opportunities for mandated and at-risk counseling, as liaisons to municipal and state agencies, to private entities offering services for at-risk youth, and to municipally designated attendance counselors as per the directives espoused by the Mayor's Chronic Absenteeism Initiative.

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: _____

Service and program coordination

- Title I, Tax Levy, and Title III funding are coordinated to support personnel and resources relative to the aforementioned goal.
- Tax Levy and Titled monies support this initiative via extended time (per session) for drafting, implementing, and facilitating this initiative.

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

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

Major Recommendation

- *The Principal should work with the attendance teacher, other staff, and outside agencies to develop a plan to improve student attendance. One part of this plan should make provisions for supporting identified at-risk students who are chronically late. The Principal should also consider adjusting the schedule to provide supplemental academic support at other times during the school day and after school.*

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

<input type="checkbox"/> 6.2 Welcoming environment	<input type="checkbox"/> 6.4 Partnerships and responsibility
<input type="checkbox"/> 6.3 Reciprocal communication	<input checked="" type="checkbox"/> 6.5. Use of data and families

Annual Goal #5

- From September 2012 through June 2013, MS 301 will achieve greater communication and elucidation to parents relative to absenteeism, alternative to absenteeism, and opportunities to work with the school community to improve student attendance.

Strategies to increase parental involvement and engagement

A weekly attendance meeting, including parents, pedagogues, counselors, attendance teachers, attendance mentors, network and centrally based support personnel, will study and affect individual students relative to absence and its impact on student performance and achievement. Individual cases will encompass outreach on the part of attendance teachers, counseling for students and parents, opportunities for participation in a larger case management model, and recommendations to municipal entities that assist families with attendance concerns.

Teacher input will include the evaluation and discussion of current academic performance and the impact of absenteeism on individual student acumen relative to academics as needed during our weekly attendance meeting.

Budget and resource alignment: Object code: 400, \$3,238.00

- 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 x Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Title I, Tax Levy, and Title III funding are coordinated to support personnel and resources relative to the aforementioned goal. Tax Levy and Titled monies support this initiative via extended time (per session) for drafting, implementing, and facilitating this initiative.

The above expenditure will be used to promote and facilitate parental development and participation through the addition of school sponsored meetings and events, including keynote speakers, literature related to attendance, and community based organizations that can support chronic absenteeism.

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	<p>A Tier I intervention program, differentiated instruction within the classroom, with the teacher.</p> <p>A Tier II after school intervention program in literacy will be created to support those students who are in need of academic intervention. Targeted students in need of ELA intervention will be provided with small group instruction. The students in the after school program will be assessed and instructed according to their academic needs. A small ratio of students of no more than fifteen to one.</p> <p>A Tier III Intervention model, students will be pulled out during the school day and provided with</p>	<p>Whole class, small group, individual, based on the tiered setting.</p>	<p>Delivery of services is offered during the school day and during an extended day setting, including calendared Saturdays.</p>

	<p>small group instruction a student to teacher ratio of no more than five students to one teacher.</p> <p>Partnering with PS 188x to develop a mainstreaming program to provide additional services in all classrooms. This enables extra paraprofessionals and a resource room teacher.</p>		
Mathematics	<p>A Tier I intervention program, differentiated instruction within the classroom, with the teacher.</p> <p>A Tier II after school intervention program in literacy will be created to support those students who are in need of academic intervention. Targeted students in need of Math intervention will be provided with small group instruction. The students in the after school program will be assessed and instructed according to their academic needs. A small ratio of students of no more than fifteen to one.</p> <p>A Tier III Intervention model, students will be pulled out during the school day and provided with</p>	Whole class, small group, individual, based on the tiered setting.	Delivery of services is offered during the school day and during an extended day setting, including calendared Saturdays.

	<p>small group instruction a student to teacher ratio of no more than five students to one teacher.</p> <p>Partnering with PS 188x to develop a mainstreaming program to provide additional services in all classrooms. This enables extra paraprofessionals and a resource room teacher.</p>		
Science	An extended day program that provide and extensive support in science concepts, labs, and creating exit projects.	Designated at risk students.	Tuesdays and Thursdays during the extended day setting.
Social Studies	Student government and outreach program that teaches and applies basic social skills to community involvement and relations.	Designated at risk students.	During extended day and advisory periods.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual or group intervention based on mandated or at risk services are delivered as designated or needed by counselors and social workers.	Individual or small group as mandated or needed relative to identified risk(s).	Services are provided during eh 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.

Ongoing professional development is offered to all currently licensed pedagogues in various district and state initiatives. Presently, there are several in house and network based professional development venues revolving around creating CCLS Units of Study, as well as working with a research based framework for teacher effectiveness. The teachers are also provided with a common planning time where they can plan subsequent lessons, look at student work vertically and horizontally, and engage in inquiry based work. School leaders engage in multiple visits of classrooms in order to better understand the work that teachers and students are doing. This provides school leaders with the information to participate in pertinent conversation with teachers around best practices and around what are the best supports and resources needed to improve school situations.

The school has a hiring committee consisting of school leaders, teachers, and at times, student leaders. The hiring committee prepares questions about instructional practice, social development of adolescents, as well as questions that give insight into who the potential candidate is personally. The candidate is discussed and may be asked to provide a demo lesson or lesson plan. The candidate is then considered, and the decision is made by the committee as a whole, not just school leaders.

**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;

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;

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

- 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.

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;
- offer prospective parents opportunities to tour the school during the school day and meet with members of the Parents Association to help better understand the culture and format of the school community.

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;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;
- offer opportunities for parents to participate in classroom venues that include student support and instruction, via training programs like Learning Leaders;

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;
- offering flexible educational opportunities for students in consultation with parents, culminating in individualized plans of action for academic, social, and emotional growth for students;
- acting as conduits to educational opportunities for parents seeking to further their own acumen and ability.

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;
- participate in civics and student government when available;

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 Christopher Groll	District 08	Borough Bronx	School Number 301
School Name MS 301, The Paul L. Dunbar Academy			

B. Language Allocation Policy Team Composition

Principal Benjamin Basile	Assistant Principal Monique Mason
Coach Christopher Coombes, Math	Coach Estelle Hennenberg
ESL Teacher Nora Mejia	Guidance Counselor Lorna Campbell
Teacher/Subject Area Michelle Schindelheim, ESL	Parent Sarah Holland
Teacher/Subject Area Geraldine Plair, ELA	Parent Coordinator Veronica Roland
Related Service Provider Karen Krell	Other type here
Network Leader Varleton McDonald	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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	19
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	328	Total Number of ELLs	54	ELLs as share of total student population (%)	16.46%
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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. 

1. Children are screened at admission for LAB-R MS301 develops a calendar during early February to ensure sufficient preparation time for the NYSESLAT Test. Students are prepared to become familiar with the type of questions they will encounter on testing days. Our school provides practice in speaking, listening, reading and writing using the New York State English as a Second Language Achievement Test format. Teachers who will be administering the NYSESLAT, receive a copy of the manual as soon as it becomes available to familiarize themselves with testing procedures, timelines and regulations. Our school follows the NYSESLAT test calendar to ensure completion of the test within the allotted time frame.
2. Transitioning elementary ELLs parents are given a school orientation in August. Parents of our incoming ELLs are informed about all program choices (Transitional Bilingual, Dual Language, Freestanding ESL). Parents of new ELLs that arrive throughout the school year are also informed about all three program choices.
3. ESL teachers are responsible for the dissemination of letters and the parent survey, and return of parent selection forms.
4. LAB-R Test is administered to identify English Language Learners. Immediately after identification students start receiving ESL instruction. Parents are invited to screen classes and programs so a definitive choice is made.
5. After reviewing the Parent Survey and Selection Program Selection forms, the trends in program choices that parents requested have been: Freestanding ESL: 15; Transitional Bilingual: 12; Dual Language: 0
6. Because of our small size, we offer the predominantly requested program, i.e. ESL, and work with the Office of Student Enrollment to help offer alternative choices.

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							5	5	5					15
Total	0	0	0	0	0	0	5	5	5	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	54	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	15
SIFE	7	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	8

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	32	7	0	13	0	4	9				54
Total	32	7	0	13	0	4	9	0	0		54

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0

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
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							20	10	22					52
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French									2					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	20	10	24	0	0	0	0	54

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?

A. Programming and Scheduling Information

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 organizational models are: Departmentalized, Push – In (Co-Teaching), Pull-Out. The program models are: The class travels as a group and is homogeneous.
2. Students that scored at the “Beginner” level, are receiving 360 minutes of ESL instructional time. This is delivered by having the children meet with the ESL teacher for 8 periods weekly. Each period meets for 45 minutes. This satisfies the mandate of students receiving 360 minutes of ESL instructional time weekly.

Students that scored at the “Intermediate” level, are receiving 360 minutes of ESL instructional time. This is delivered by having the children meet with the ESL teacher for 8 periods weekly. Each period meets for 45 minutes. This satisfies the mandate of students receiving 360 minutes of ESL instructional time weekly.

Students that scored at the “Advanced” level, are receiving the 180 minutes of ESL instructional times. This is delivered by having the children meet with the ESL teacher for 4 periods weekly. Each period meets for 45 minutes.

3. The ESL teachers utilize the following techniques in working with students:

- Pair and group work
- Modeling for students
- Monitoring students, and correcting when necessary
- Following through and checking on students
- Repetition and choral practice: In the following patterns: Whole class, half the class at a time, groups, individual checks
- Homework and homework correction

Scaffolding is used to support learners and facilitate the construction of meaning and knowledge.

One way instruction for English language learners is scaffolded is by differentiating learning tasks and materials and providing a variety of verbal and academic supports, from both the teacher and more proficient peers, so that students are able to meaningfully engage in content area learning and acquire the necessary language and academic skills necessary for independent learning.

This includes a variety of components: First, the teachers provides continuity in the classroom. In this way, tasks are presented, that are repeated throughout instructional sequences with variations and that are interconnected to each other and the curriculum.

Secondly, the teachers provide support from context. Students should be encouraged to explore topics in a risk free learning environment and be provided with a variety of ways to meet learning goals and objectives.

Finally, the teachers create learning contexts where learners increase their autonomy as their skills and confidence increase. Continuity of

A. Programming and Scheduling Information

tasks facilitates learners in being able to take over portions of the task and become independent learners.

4. Formative and summative assessment are given in the native language, ensuring stability in the L1 language and the ability to transition to the L2 language, i.e. English.

5. Differentiated instruction is well organized, well planned and addresses not only different ability levels, but also different needs, interests and strengths of the learners. Differentiation of instruction allows for whole group instruction, heterogeneous small group cooperative work, and individual instruction. It allows the teacher to create student centered learning experiences that focus on varied approaches to content, process, and product. In addition, it provides for ongoing, embedded, authentic assessment of students' skills, interests and learning style.

a. SIFE

Lack basic literacy in their native language and since we don't have a bilingual program, we will use basic literacy techniques like phonics, leap frog etc.

b. With newcomers

Work on:

Non verbal cues

Listening and oral language development

Listening and speaking

TPR (Total Physical Response)

c. 4-6 years

It's important that you use content area, vocabulary development so that they can master the content of exams

Will provide mandated service based on the NYSESLAT score

And will look at subtests to see where I need to target instruction

d. Long term ELLs

We look at their subtests in the NYSESLAT, in addition to analyzing the strands of their assessment, to see what content they haven't mastered

Place them in an after school program so that they can make gains

e. Special needs

We would review the NYSELT along with the IEP, to make sure that they are receiving the correct supports in special ed and to make sure that there is coordination among teacher services and theirs, so that we can support each other and help student succeed.

6. We utilize Keys to Learning by Pearson Education group, and picture dictionaries, along with building L2 site word lists, utilizing and incorporating environmental text, and a balanced model approach to delivering instruction and assessing students.

7. We are a Phase I school, and we exercise flexible scheduling from most to least restrictive environment, including self-contained settings, ICT classes, and S.E.T.T.S.

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

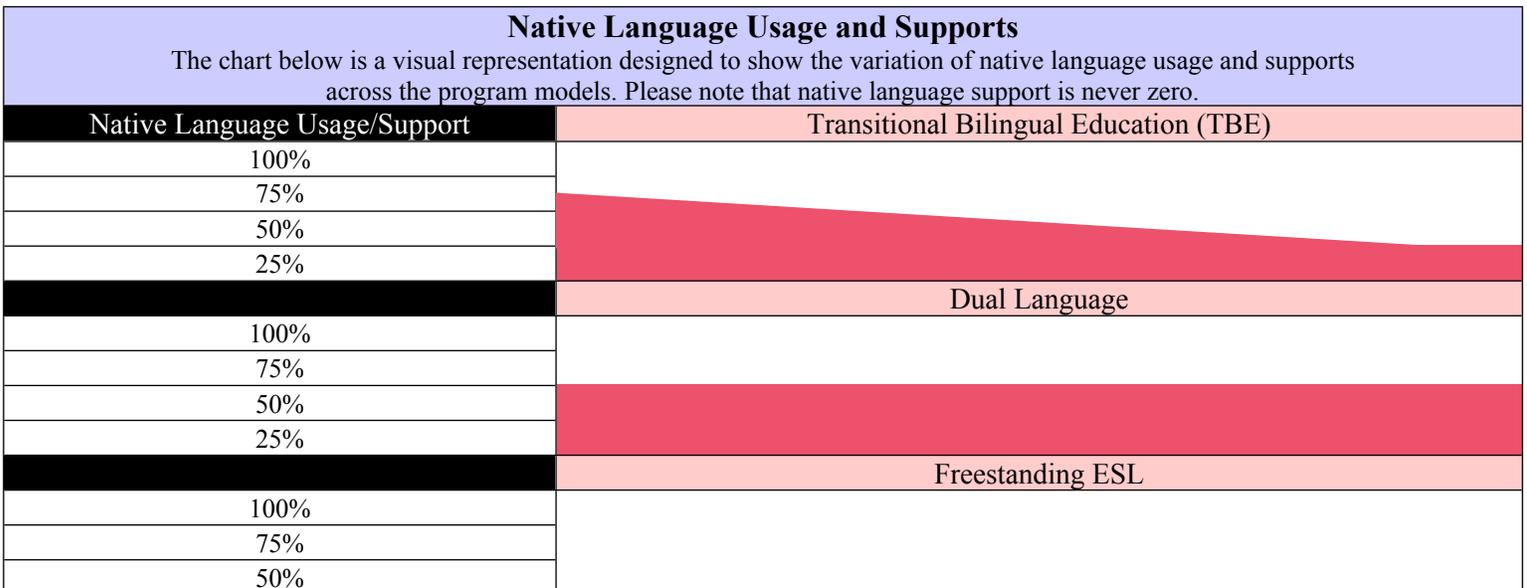
Class/Content Area

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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. Targeted intervention follows a three tier model: Tier I reflects classroom differentiation, Tier II reflects extended time on task in an after-school setting, and Tier III interventions reflect individual tutoring based on specific needs, yielded by current data and assessments, employing core subjects.
9. An extended day setting relative to core subjects and language acquisition are offered for 2 year transitionals.
10. We are considering a more robust technology program available in L1 languages for math, supporting language development via the internet and technology. The addition of a second ESL teacher allows us felxibility and personalization realtive to students beyond 2 years.
11. No programs/services for English Language Learners will be discontinued.
12. Extended day/enrichment activities are always offered in both English and alternate L1 languages.
13. Core subject materials, as well as a research based program, "Dr. Margareta Calderon's Literacy Based program for SIFE students' Literacy Acquisition", as well as Spanish translation materials and the SYOP model, serve our ELL population.
14. Native language is supported via an NLA pull-out curriculum, especially for beginners, relative to forming a solid language base to transfer from L1 to L@ language.
15. Yes.
16. An ELL Orientation is given in late August, describing ELL goals, assessments, and procedures; parent workshops throughout the year continue to specifically target ELL parents and allow forums for questions and answers realtive to ELL development.
17. N/A

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.

Paste response to questions 1-3 here

1. Core subjects meet weekly for departmental meetings and the ELL teacher participates in goal setting, curriculum writing, assessment design and implementation, and data evaluation.
2. Transitioning elementary ELL's are given a school orientation in August, and continuing support via ESL pull-out in tier III intervention as well as at-risk counseling and administrative support.
3. ELL training is given on ESO half days throughout the school year, from October through May; we also have adult learning sessions provided to the entire staff by Alicson Provencher, Bilingual Specialist, RSE-TASC, from the Regional Special Education Technical Assistance Support Center, Division of Students with Disabilities and ELL.

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. Daily workshops, both school and parent generated, are given weekly, and parents of all students are invited in to observe instruction, as learning leaders, and as active members of the PA.
2. The Parent Coordinator, in conjunction with McKinley Community Center, provides consistent workshops and support to ELLs in conjunction with the school.
3. We survey parents for needs, and also provide open forums for discussion in Parent Coordinators workshops and in PA meetings.
4. Activities include provisions for translation, municipal support, and opportunities for family advocacy through bilingual counseling in the school.

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)							5	2	10					17
Intermediate(I)							5	2	8					15
Advanced (A)							10	6	6					22
Total	0	0	0	0	0	0	20	10	24	0	0	0	0	54

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	3	2	0	12
7	6	2	1	0	9
8	11	2	0	0	13
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	1	4	8	1	1	0	0	0	15
7	1	1	4	0	1	0	0	0	7
8	3	10	4	3	0	0	0	0	20
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

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.

1. Fountas and Pinnel levels are used to gauge readingt competency in a guided pedagogical format. This information helps guide student progress relative to vocabulary, syntactical analysis, and reading comprehension. We also utilize and examine interim formative and summative assessments.
2. Students improve over the three year continuum; we continue to tailor individualized instrction as needed.
3. Modalities affect differentiation and placement in our tiered intervention model.
4. We find some students lack proficiency in their L1 language, so remedial instrction in basic communication relative to L1 must be reinforced. Leadership and teachers examiine periodic assessments to influence grouping, placement in the intervention model, and continuing individualized support .
5. N/A
6. We examine and measure our success via interim progress via state testing and NYSESLAT, and ultimately via proficiency gained over the three year continuum.

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: MS 301

School DBN: 08X301

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Benjamin Basile	Principal		1/1/12
Monique Mason	Assistant Principal		1/1/12

School Name: MS 301

School DBN: 08X301

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Veronica Roland	Parent Coordinator		1/1/12
Nora Mejia	ESL Teacher		1/1/12
Sarah Holland	Parent		1/1/12
Michelle Schindelheim	Teacher/Subject Area		1/1/12
Geraldine Plair	Teacher/Subject Area		1/1/12
Chris Coombes	Coach		1/1/12
Estelle Hennenberg	Coach		1/1/12
Lorna Campbell	Guidance Counselor		1/1/12
Varleton McDonald	Network Leader		1/1/12
	Other		1/1/12

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08X301 **School Name:** MS 301

Cluster: 407 **Network:** MEP

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.

Because we have a large ELL population, and because we have identified a substantial population of parents whose first language is not English (as determined by parent surveys, information garnered through parent workshops, and the number of ELLS registered. Based on the needed frequency of the dissemination of information, we ask licensed TESOL individuals to interpret all memos, flyers, and informational bulletins into parents' L1 language, i.e. Spanish.

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.

After examining our ELL population, polling students and parents, and assessing L1 language needs in the community, we have determined that Spanish translation of all English memos, flyers, and informational bulletins need translation into Spanish as well.

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.

Translation services are provided directly by two ELL teachers, and all documents produced in English are immediately translated before being disseminated in the school community. When written translation must be rendered in real time, i.e. for the sake of expediting an IEP or other realted service document, a licensed TESOL individual is available and able to accommodate parent needs and concerns.

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.

Outside interpretation services are rendered by in-house, TESOL certified teachers. Prent voluteers also+ assist oral interpretation when available.

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>.

Notification requirements are produced immediately upon request, and accompany all memos, flyers and bulletins in dual languages. When parent meetings are held, a bilingual translator is available to translate all discussions in English, and accommodate any questions or concerns in both languages.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: MS 301	DBN: 08X301
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The extended day supplemental program provides direct instruction to ELL students relative to ELA and Mathematics. Beginner, Intermediate, and Advanced students are invited to participate. The language of instruction is Spanish; the program takes place Tuesday and Thursday from 3:30-5:30. Two teachers, an ESL and Science teacher who is TESOL certified. The program will incorporate IREADY for ELL's, published by Curriculum Associates.

Part C: Professional Development

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

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

Begin description here: Full staff training will be offered by the Leadership Program relative to classroom pedagogy and instructional practices. Training will take place over four sessions during the second term of the year. Our rationale is to allow facilitation in all classes not simply during the allotted ESL time offered to students.

Part D: Parental Engagement Activities

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

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

Begin description here: Because parents need opportunities for training to help facilitate learning at home, we are providing the Leadership Program, which will facilitate three workshops to teach parents how to work with students transitioning from L1 to L2 Spanish to English language. Topics include HW support, examining and understanding the curriculum, and vocabulary support and reinforcement.

Part E: Budget

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

Allocation Amount: \$11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$7,982.40	40 hours per month x4 months split between two instructors, one ESL and one content ESL
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$2800	Leadership Program for Adult development including staff and parents.
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$417.60	Iready from Curriculum Associates
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	11,200	11,200