Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: ONE WORLD MIDDLE SCHOOL @ EDENWALD

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X529

PRINCIPAL: PATRICIA WYNNE EMAIL: PWYNNE@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELIZABETH WHITE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Patricia Wynne	*Principal or Designee	
Jerilyn Fueller	*UFT Chapter Leader or Designee	
Desra Govia	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Samantha Katz	Member/Teacher	
Deirdre Hogan	Member/A.P.	
Kerry Smith	Member/Parent	
Michael Berry	Member/Parent	
Ital Kofe Ital	Member/Parent	
	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- *By June 2013, the overall attendance rate for the entire student body in grade 6 & 7 will reach an average of 95%*

Comprehensive needs assessment

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

Attendance is and will always be one of our top priorities as a school. According to greatschools.com "...attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to get into trouble with the law and cause problems in their communities."

As a school community we are dedicated to ensuring our students have high attendance rates in order for them to succeed socially, emotionally, and academically.

Instructional strategies/activities

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

- ***June of 2012****, during the student orientation of new students we will stress the importance of attendance and the correlation to progress and performance*
- ***June 2012*** *– letters to exisiting families stress attendance*
- ***September 2012*** *– During the Meet and Greet for all families – attendance goal is presented to families*
- ***September 2012*** *– letters to* ***every*** *family are distributed with students attendance from the previous year (2011-2012) and a goal section for this year*
- ***November 2012****– Attendance teacher will target students with attendance less than 96%. Attendance teacher will monitor and principal will meet with student and parent and create a contract and goal for child during parent teacher conference*
- ***Quarterly*** *– Attendance letters sent to families indicating attendance for the quarter*
- ***Monthly*** *– Awards for students with 100% attendance for the month and the year(this ceremony happens the first Friday of every month) To develop a consistent date scheduled for Perfect Attendance Assemblies, where incentives are awarded monthly in an effort to celebrate*

improved student attendance and punctuality.

- ***Monthly*** *– Attendance trophy for the highest attendance on the grade (as this changes monthly the trophy will be passed along)*
- ***Monthly --*** *Parents' Newsletter will emphasize the importance of attendance and will feature the up to date attendance statistic for the school including the homeroom with the highest attendance*
- ***Monthly --*** *Continue monthly meetings with the attendance committee to review the attendance of specific students and create action plans for students whose attendance falls below 96%*
- ***Monthly*** *– phone calls to high attendance families to thank them for sending their child to school*
- ***Weekly -*** *Attendance teachers will monitor attendance for patterns and trends*
- ***Daily --*** *Morning CHAMPS program for students to encourage them to come to school early*

School Policies – built in procedures/structures/systems

- *To continue the use of systems and structures developed – School Messenger will contact the parents of students who are absent and/or late each day*
- *More than two lateness' per week will result in detention on Friday after-school to make up time and work missed (See Chancellor's Regs B04 – intervention method)*
- *Scheduling – Advisory Sessions (a class students enjoy) is scheduled for Friday to improve attendance*
- *Identify which days of the week are lowest attendance and schedule in shows and/or assemblies to increase attendance*
- *Schedule theme days the day before a holiday to improve attendance*
- *Excessive absences will result in visits from attendance teacher and parent meetings*
- *Attendance will be discussed in advisory so students understand the importance of attendance in school life and career life*
- *Continue to display a Monthly Perfect Attendance Bulletin Board.*
- *Maintain and review log of phone calls made and letters sent to parents to evaluate improvement in attendance and lateness*
- *Attendance will be discussed at the monthly PTA meetings*
- *Attendance will be discussed and reviewed in monthly "Developing the Whole Child Sessions"*

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

PTA Meetings with a pinpoint on attendance

- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- Parent Contracts
- Monthly letter home to parents with attendance
- Monthly newsletter with schools attendance
- PTA meetings focused on student health

- Collaboration with Montefiore (workshops)
- Parent invites to the Award Ceremonies

Budget and resources alignment

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

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

✔ Tax Levy ✔ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

✓ Purchase of School Messenger to send home messages every time a child is absent and/or late

✓ Incentives for students (trophies, medals etc.)

✓ Paper for letters/flyers etc. to inform parents (newsletters)

✓ Postage

✓ Incentives

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, students will demonstrate a 5% increase in Math progress in comparison to our peer schools evidenced by the 2013 Progress Report data.

Comprehensive needs assessment

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

The 2012 progress indicates that our Ambassadors ranked in the 26th percentile in comparison to our peer schools and 27th percentile in comparison to city schools.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) strategies/activities that encompass the needs of identified student subgroups,
b) key personnel and other resources used to implement these strategies/activities,
c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
d) timeline for implementation.

September 2012 – *Performance Series baseline assessment to measure growth throughout the year*

September 2012 *– Comparison data of 2012 NYS Math exam (raw score and percentile) compared to Performance Series baseline assessment*

September 2012 – *Action plans and teacher created goals for students based on above to be implemented during our DI period of Math*

Weekly - *Teachers meet 2 days per week to discuss students who are struggling and students who need enrichment. Teachers will use this information to plan for students individually as well whole group*

Weekly *-- Teachers meet weekly in Common Planning meetings to assess student work and plan units/lessons based on whole class data as well as individual data*

Weekly *-- Teachers meet once weekly in Inquiry Team to analyze student work*

Weekly *– ALEKS Wednesday are part of the Differentiated Period where students spend at least 30 minutes working on ALEKS*

Monthly *– Staff meets with administration for data dialogues to look at progress of whole class and individual students*

Monthly – *inter-visitations and/or teacher videos to look at best practices and teacher needs*

School Policies – built in procedures/structures/systems
Scheduling *– Create opportunities (Common Planning Time, Lunch and Learn, Inquiry time) for staff to meet and plan CCLS tasks and to analyze student work in order for students to meet their goal*

Scheduling *– Create opportunities (Common Planning Time, Lunch and Learn, Inquiry time) for staff to meet and plan CCLS tasks and to analyze student work in order for students to meet their goal*

Planning – *Math Department will develop 4 Common Core-aligned tasks that incorporate opportunities for students to demonstrate and effectively communicate their mathematical understanding. –including task-specific supports for English Language Learners and Students with Disabilities*

Collaboration -- *Teachers will be introduced and continue work on the Universal Design of Learning model and use this research based model to revise current tasks and create new ones*

Collaboration – *Staff will be required to inter-visit with one another in order to share best practices and offer feedback using Danielson's Rubric*

Collaboration – *Teachers will develop 4 Math Common Core-aligned tasks (October, Februrary and May) that incorporate opportunities for students to conduct research and use supporting evidence*

Collaboration – *Teachers meet 2 days per week to discuss students who are struggling and students who need enrichment. Teachers will use this information to plan for students individually (using CCLS) in order for them to show progress in using evidence based arguments in Math*

Collaboration – *Teachers meet weekly in Common Planning (vertically and horizontally) meetings to assess student work and plan lessons that demand evidence to support claims. Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support*

Collaboration – *Teachers meet monthly in Faculty Conference & Grade Team Meeting to develop and modify tasks integrated into Math Units*

November Election Day PD – *Staff will take part in targeted PD based on identified need, CCLS and student data.*

Professional Development -- *Staff will be trained in providing regular formative feedback for problem solving (Formative Feedback for Problem*

Solving, NCDPI Accountability Services) (throughout the school year)

Professional Development *on CCLS in Math with Math Solutions (Marilyn Burns) as well as Network 607*

Professional development *for staff on Universal Design for Learning (UDL) – a research based framework*

Curriculum -- *CCLS specialist to work on Curriculum Development and Unit Planning according to CCLS*

Observations *– frequent cycles of informal observations of staff members to ensure questioning and/or instruction is aligned to Danielson's framework which in turn will increase student achievement (in evidence based answers)*

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Parent Workshops facilitated by teachers

- Curriculum Day/Night to inform parents of the curriculum at One World. (with an overview of CCLS)
- Parent Workshops on Common Core Learning Standards
- Delivery of CCLS information to parents
- 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;

Budget and resources alignment

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

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

✓ Tax Levy ✓ Title I _____ Title IIA _____ Title III ✓ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

Budgetary *-- Math Coach*

- *will lead staff in developing units and tasks aligned to CCLS Standards*
- *target effective and highly effective instructional practices to share with whole staff*
- *attend PD's to turn-key to Math Department*
- *Mentor new teachers*
- *Model lessons*

Budgeting/Purchasing -- *Purchase of Singapore Math Program which appears frequently in the research used to arrive at the Common Core State Standards.*

Budgetary/Staffing; *Math ALEKS & Performance Series data role that will assist teachers in analyzing data and creating an action plan for the classroom and individual students*

Budgeting/Purchasing -- **Assessment** and **Learning** in **Knowledge Spaces** *(ALEXS) is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions.*

Budgetary:

- *Student after-school six week clinics) to improve in areas of struggle as well as practice foundational math skills (3 times per year)*
- *Saturday Program to build on Mathematical understanding and assist students in areas of need*
- *Enrichment Math – to encourage students who are performing at or above grade level to excel (Regents Math and/or algebra)*
- *Pie 5 -- Tournament – take part in competitive math tournament to encourage students to excel in Math*

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, 85% of students will make progress on a Common Core aligned Math task where students will be asked to demonstrate and effectively communicate their mathematical understanding based on Fall to Spring Common Core Tasks.

Comprehensive needs assessment

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

"The Common Core State Standards for Math adopted by NY state is in place in order to help ensure that all students are college and career ready in Math no later than the end of high school. The standards build on the foundation laid by states in their decades-long work on crafting high-quality education standards. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work." In order to prepare our students for high school and the world beyond, tasks will be created school-wide to ensure a high-quality education. Last year, 80% of our students made progress in a Common Core aligned Math task therefore this school our expectation is that 85% will make progress.

The tasks created will be Common Core based and tracked to show progress of students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) strategies/activities that encompass the needs of identified student subgroups,
b) key personnel and other resources used to implement these strategies/activities,
c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
d) timeline for implementation.

September 2012 **–** Staff create assessments for every Math unit based on the Common Core Learning Standards.

September 2012 *– Workshop on common grading*

Weekly - *Teachers meet 2 days per week to discuss students who are struggling and students who need enrichment. Teachers will use this information to plan for students individually (using CCLS) in order for them to show progress in effectively communicating their mathematical understanding*

Weekly *-- Teachers meet weekly in Common Planning meetings to assess student work and plan units/lessons that demand communicating mathematical understanding. From this work, teachers will create Common Core Aligned tasks that will push student understanding.*

Weekly *-- Teachers meet once weekly in Inquiry Team to analyze student work and create instructional strategies that will improve writing*

Weekly – ALEKS Wednesday are part of the Differentiated Period where students spend at least 30 minutes working on ALEKS

School Policies – built in procedures/structures/systems
Scheduling – *Create opportunities (Common Planning Time, Lunch and Learn, Inquiry time) for staff to meet and plan CCLS tasks and to analyze student work in order for students to meet their goal*

Scheduling *– Create opportunities (Common Planning Time, Lunch and Learn, Inquiry time) for staff to meet and plan CCLS tasks and to analyze student work in order for students to meet their goal*

Planning – *Math Department will develop 4 Common Core-aligned tasks that incorporate opportunities for students to demonstrate and effectively communicate their mathematical understanding. –including task-specific supports for English Language Learners and Students with Disabilities*

Collaboration -- *Teachers will be introduced and continue work on the Universal Design of Learning model and use this research based model to revise current tasks and create new ones*

Collaboration - *Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments*

Collaboration – *Staff will be required to inter-visit with one another in order to share best practices and offer feedback using Danielson's Rubric*

Collaboration – *Teachers will develop 4 Math Common Core-aligned tasks (October, Februrary and May) that incorporate opportunities for students to conduct research and use supporting evidence*

Collaboration – *Teachers meet 2 days per week to discuss students who are struggling and students who need enrichment. Teachers will use this information to plan for students individually (using CCLS) in order for them to show progress in using evidence based arguments in Math*

Collaboration – *Teachers meet weekly in Common Planning (vertically and horizontally) meetings to assess student work and plan lessons that demand evidence to support claims. Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support*

Collaboration – *Teachers meet monthly in Faculty Conference & Grade Team Meeting to develop and modify tasks integrated into Math Units*

November Election Day PD – *Staff will take part in targeted PD based on identified need, CCLS and student data.*

Professional Development -- *Staff will be trained in providing regular formative feedback for problem solving (Formative Feedback for Problem Solving, NCDPI Accountability Services) (throughout the school year)*

Professional Development *on CCLS in Math with Math Solutions (Marilyn Burns) as well as Network 607*

Professional development *for staff on Universal Design for Learning (UDL) – a research based framework*

Curriculum -- *CCLS specialist to work on Curriculum Development and Unit Planning according to CCLS*

Observations *– frequent cycles of informal observations of staff members to ensure questioning and/or instruction is aligned to Danielson's framework which in turn will increase student achievement (in evidence based answers)*

Strategies to increase parental involvement

✓ All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- CCLS Parent Workshops
- 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;

Budget and resources alignment

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

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

✓ Tax Levy ✓ Title I _____ Title IIA _____ Title III ✓ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

Budgetary *-- Math Coach will lead staff in developing units and tasks aligned to CCLS Standards*

Budgetary -- *Purchased Junior Great Books which is an evidence based reading and writing program to be used in our Extended Day Program in which every child attends. This program will assist in encouraging student critical thinking and helping with understanding of conceptual thinking. In addition, students questioning and discussion techniques are practiced almost daily.*

Budgetary *-- Part-time Literacy Coach & Math Coach using RTT monies to model lessons, mentor new teachers, assist in planning Common Core - based units & lessons and provide need based Professional Development*

Budgeting/Purchasing -- *Purchase of Singapore Math Program which appears frequently in the research used to arrive at the Common Core State Standards.*

Budgetary –

- *After-school materials consumables to be used during extended day*
- *CCLS specialist to work on Curriculum Development and Unit Planning according to CCLS*
- *Teacher per session (2 day clinics) for six-week periods*
- *Teacher per session (one time per week for additional curriculum and inquiry work)*

Budgeting/Purchasing -- Assessment *and* ***Learning*** *in* ***Knowledge Spaces*** *(ALEXS) is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions.*

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Principal will conduct regular formative observations for each teacher using selected competencies (see below) of the Danielson rubric to provide meaningful feedback through a minimum of 6 cycles of observations in order to improve teacher effectiveness and student progress. All staff will show progress in each competency pie evidenced on ARIS by June 2013.

Danielson Rubric will be used in developing all teachers in the following competencies which are aligned to City Expectations:

- 1e: Designing Coherent Instruction,
- 2b: Establishing a Culture for Learning
- 2d: Managing Student Behavior
- 3b: Questioning and Discussion
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 4e: growing and Developing Professionally

Comprehensive needs assessment

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

Citywide Instructional expectations require teachers to successfully implement shifts in practice. We must develop a shared understanding of effective instruction looks like. Schools can do this by collectively studying and norming on Charlotte Danielson's Framework for Teaching. As a school community we are required to incorporate a framework in our conversation about instruction, principals have flexibility to select Danielson's competencies for focus based on the needs of their teachers and school wide goals.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) strategies/activities that encompass the needs of identified student subgroups,
b) key personnel and other resources used to implement these strategies/activities,
c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
d) timeline for implementation.

June 2012 - Administration and staff agreed to join the Teacher Effectiveness Pilot (TEP) for the school year 2012-2013

June 2012 – Existing staff self-assess and meet with admin to create goals for the 2012-2013 school year

Summer 2012 – Teacher team is created and attends the TEP pilot training for teachers to turn-key to staff

Summer 2012 - Professional Development introducing Charlotte Danielson's Competencies and Rubrics for Effective Teaching

Summer 2012 – Administration attends the TEP pilot training

September 2012– Administration meets with TEP coach and creates an action plan for the upcoming school year

Bi-monthly - principal reviews goals with staff (bi-monthly) and creates school-wide goals on each competency

Monthly -- Regular teacher meetings (every 3-4 weeks) to discuss student data, instructional goals and strategies to improve instruction

Monthly: Principal creates a schedule that allows for inter-visitations so teachers:

- observe colleagues
- provide feedback for one another based on Danielson
- understand effective strategies and instructional excellence

Weekly – Administration meets with TEP coach and takes part in at least 2 observations and then discusses in length (based on competencies above)

Weekly- Administration informally observes teachers based on Danielson's Domains and gives tie

School Policies – built in procedures/structures/systems
Consistent Professional Development based on Danielson's Rubrics and the competencies above (1e, 2b, 2d, 3b, 3c, 3d, 4e)

Principal conducts informal observations using selected competencies / provide effective timely feedback so teachers can monitor and/or revise goals if necessary

Principal conducts informal observations and develops PD based on school-wide goals and teacher needs

Upon completion of each unit, students and staff reflect by completing a unit reflection (Reflections drive instructional excellence)

Part-time Literacy Coach & Math Coach using RTT monies to model lessons, mentor new teachers, assist in planning Common Core -based units & lessons and provide need based Professional Development

Strategies to increase parental involvement

✓ All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Through the SLT/PTA parents are informed we are a TEP school and what that means in regards to the education of their child.
- Information on TEP is distributed to parents
- 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 ELA Common Core tasks. 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.

Budget and resources alignment

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

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

✓ Tax Levy ✓ Title I ____ Title IIA ____ Title III ✓ Grants ____ Other

If other is selected describe here:

Service and program coordination

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

✓ TEP Professional Development on selected competencies (per session activity)

✓ Study Group on 1e (Designing Coherent Instruction) (per session activity)

✓ Part-time Literacy Coach & Math Coach using RTT monies to model lessons, mentor new teachers, assist in planning Common Core -based units & lessons and provide need based Professional Development

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

80% of students in Grades 6 & 7 will show progress in effectively using text based evidence (citing text and evidence) to support arguments in writing as evidenced in the following subject areas from September until June:

- *ELA*
- *Social Studies*
- *Science*

Comprehensive needs assessment

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

The Common Core State Standards for English Language Arts & Literacy adopted by NY state is in place in order to help ensure that all students are college and career ready in literacy no later than the end of high school. The standards build on the foundation laid by states in their decades-long work on crafting high-quality education standards. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work." In order to prepare our students for high school and the world beyond, tasks will be created school-wide to ensure a high-quality education. The tasks created will be Common Core based and tracked to show progress of students in ELA, Social Studies and Science.

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:

e) strategies/activities that encompass the needs of identified student subgroups,
a) key personnel and other resources used to implement these strategies/activities,
b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
c) timeline for implementation.

September 2012 – Staff creates pre and post writing assessments for every ELA unit based on the Common Core Learning Standards.

September 2012 – Workshop on streamlining grading of ELA tasks

September 2012 – Science units are aligned to CCLS and include unit labs that address the CCLS

Weekly - Teachers meet 2 days per week to discuss students who are struggling and students who need enrichment. Teachers will use this information

to plan for students individually (using CCLS) in order for them to show progress in using evidence based arguments in ELA, Social Studies and Science

Weekly -- Teachers meet weekly in Common Planning meetings to assess student work and plan lessons that demand evidence to support claims

Weekly -- Teachers meet once weekly in Inquiry Team to analyze student work and create instructional strategies that will improve writing

Weekly -- Teachers meet weekly in Common Planning meetings to assess student work and plan lessons that demand evidence to support claims

Weekly -- Teachers meet once weekly in Inquiry Team to analyze student work and create instructional strategies that will improve writing

School Policies – built in procedures/structures/systems
Scheduling – Create opportunities (Common Planning Time, Lunch and Learn, Inquiry time) for staff to meet and plan CCLS tasks and to analyze student work in order for students to meet their goal

Planning -- ELA and SS Department will develop 4 ELA and 2 Social Studies Common Core-aligned tasks that incorporate opportunities for students to conduct research and use supporting evidence –including task-specific supports for English Language Learners and Students with Disabilities

Planning - Science Department created a Common Core aligned lab report to accompany all Science Units

Budgetary -- Literacy Coach will lead staff in developing units and tasks aligned to CCLS Standards

Collaboration -- Teachers will be introduced and continue work on the Universal Design of Learning model and use this research based model to revise current tasks and create new ones

Collaboration - Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments

Curriculum -- Create opportunities through our Service Learning Curriculum for students to use their voice to make change. Within the curriculum students will focus on using evidence to support the ideas and/or claims (Writing letters, debates…)

Scheduling -- An additional writing class is integrated into the schedule (2 times per week) for every student

Budgetary -- Purchased Junior Great Books which is an evidence based reading and writing program to be used in our Extended Day Program in which every child attends. This program is Common Core Aligned and has a writing component that assists students in writing evidence based arguments.

Budgetary -- Part-time Literacy Coach using RTT monies to model lessons, mentor new teachers, assist in planning Common Core -based units & lessons and provide need based Professional Development.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- 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;
- 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 ELA Common Core tasks. 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;

Budget and resources alignment

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

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

_✓____ Tax Levy _✓____ Title I _____ Title IIA _____ Title III _✓____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

Budgetary -- Purchased Junior Great Books which is an evidence based reading and writing program to be used in our Extended Day Program in which every child attends. This program is Common Core Aligned and has a writing component that assists students in writing evidence based arguments.

Budgetary -- Part-time Literacy Coach using RTT monies to model lessons, mentor new teachers, assist in planning Common Core -based units & lessons and provide need based Professional Development

Budgetary –
Junior Great Books Program materials
Junior Great Books full day PD's in addition to one-on-one consultations

Budgetary –
After-school materials consumables to be used during extended day

CCLS specialist to work on Curriculum Development and Unit Planning according to CCLS

Budgetary:

Teacher per session (2 day clinics) for six-week periods

Teacher per session (one time per week for additional curriculum and inquiry work)

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 – push in services 2x per week to work with struggling students based on current assessments. (Guided reading, Wilson, guided writing, literature circle) Small group after school clinics using research based programs.	Small group One-on-one Small Group (15 students) Tutoring	During the day After school During the day After school After School After-school Lunch time
Mathematics	AIS – push in services/pull out services to work with struggling students based on current assessments. (Skill based instruction, H.O.T problems –Higher Order Thinking Problems) ALEKS program IXL program	Small group (5 students) One-on-one Small Group (15 students) Tutoring	During the day After school During the day After school After School After-school Lunch time
Science			

	Push – In services to assist in lab prep.	Large Group Small Group	During School
Social Studies	Debate Club	Small Group	After School Lunch Time
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling Services At-risk services Peer mediation Y.P.A.R. – Youth Participatory Action Research	Small Group One – on – One Small Group Small Group Small Group	During School After-School (In house & Monte) During School During School After School Lunch Time

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.

Hiring:

- Hiring Fairs
- Collaboration with Teacher's College
- Working Closely with Network HR point person to ensure teachers are HQT
- Networking events

Professional Development

- TEP Workshops (Danielson Framework)
- Junior Great Books
- Teacher's College (Inquiry to Action Research)
- Common Core PD's
- Election Day PD's focused on Danielson Competencies/best instructional practices/format of lessons
- PD provided by outside organizations (Creative Services, Math Solutions etc.)

Supporting Teachers;

Coaches (ELA & Math)
Inter-visitations
Mentoring
Study Groups
Built in Collaboration Time
Common Planning Time

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR 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
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 Jose Ruiz	District 11	Borough Bronx	School Number 529
School Name One World Middle School			

B. Language Allocation Policy Team Composition ⓘ

Principal MS. Partricia Wynne	Assistant Principal type here
Coach Suada Paljevic	Coach type here
ESL Teacher Theresa Middleton	Guidance Counselor
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader Elmer Myers	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	2
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	118	Total Number of ELLs	12	ELLs as share of total student population (%)	10.17%

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.

One World Middle School is a new school opening its doors as of September 2011. The school will eventually house grades 6-8. As this is the first year, all students are sixth graders and have transferred into the school. Each year the school will add a grade until it contains a 6th grade, a seventh grade and an eigth grade. At the present time, we have a total of 12 ELLs. As our student population increases and if we get students who are entering the NYC public school system for the first time, we will follow appropriate DOE ELL identification procedures. The Home Language Identification Survey (HLIS), required of parents/guardians at registration for new students, identifies those students that qualify to be tested using the Language Assessment Battery-Revised (LAB-R) within ten days of registration. The administrations of the HLIS and the initial screening is conducted by the ESL teacher, Theresa Middleton. The ESL teacher will interview and assist the parent with completing the HLIS. A translator will be provided for student and parent if one of our staff members can't serve as a translator for their native language. If a language other than English is indicated then an informal oral interview in English and in the native language is done with the student to determine English language proficiency. If based on the informal interview student is dominant in another language, the LAB-R is administered by the ESL teacher mentioned above to determine ELL eligibility. Entitlement letters are sent to the parent once ELL eligibility is determined. The letter informs them of ELL eligibility and invites them to the parent orientation meeting. Letters are distributed one week prior to the meeting and reminder letters are distributed two days before the meeting.

Spanish speakers will be tested with the Spanish LAB if they qualify for services based on the LAB-R results. We would offer an ELL parent orientation within the 10 days of student registration. In the Parent Orientation, they view the DOE ELL Parent Orientation DVD in their home language. This will inform them of the NYC DOE ELL programs. Brochures (translated if needed) are also distributed further explaining the programs. The Parent Survey and Program Selection forms are then given to the parents to complete. The ESL teacher will read the questions on the survey to the parents. Parents complete the survey and program selection forms, also available in their home languages. As a result of the program selection process, we place students according to the parent selection. If we do not have 15 students who speak the same native language on two contiguos grades for Parents who select a Transitional Bilingual (TBE) or Dual Language program we inform them of their options. We will explain that the number of students needed across two grades to open a TBE. We will offer to place their names on a waiting list with the possibility of opening a class if the required number is attained. They are further informed of their transfer options to a school within the district that offers their program of choice. Those who do not attend receive written notices and phone calls. They are invited to meet one-on-one with an E.S.L. staff member. In addition, parents of ELLs who are entitled based on NYSESLAT results receive letters of their child's continued entitlement to mandated ELL services. We will obtain the LAB-R, NYSESLAT Exam History Report (RLAT) and identify each student's proficiency level. All ELLs are administered the NYSESLAT in the Spring. Each student's continued entitlement is determined by his or her performance on the NYSESLAT, administered annually in the Spring. The scores are reviewed to plan and differentiate our instructional program for our ELLs. A copy of all these parent letters is filed in a binder. As stated earlier, all of our ELLs were transfer students. All of them came to our school as entitled ELLs. We did not get any newcomers, therefore we did not have an ELL orientation session.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☐ 1☐ 2☐ 3☐ 4☐ 5☐ 6☒ 7☐ 8☐ 9☐ 10☐ 11☐ 12☐

This school offers (check all that apply):

Transitional bilingual education program	Yes☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							8							8
Push-In							4							4
Total	0	0	0	0	0	0	12	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	**Newcomers (ELLs receiving service 0-3 years)**	3	**Special Education**	4
SIFE		**ELLs receiving service 4-6 years**	3	**Long-Term (completed 6 years)**	6

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	3		1	3		1	6		2	12
Total	**3**	**0**	**1**	**3**	**0**	**1**	**6**	**0**	**2**	12

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
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							12							12
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	0	0	0	0	0	12	0	0	0	0	0	0	12

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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

One World Middle School is a new school opening its doors as of September 2011. The school will eventually house grades 6-8. As this is the first year, all students are sixth graders and have transferred into the school. Each year the school will add a grade until it contains a 6th grade, a seventh grade and an eigth grade. The students are in heterogeneous classes. The classes are organized in teams. Each team consists of one teacher who focuses on English Language Arts and Social Studies (Humanities) and another teacher that focuses on Math and Science. The other subjects are subjects are taught by cluster teachers. We also have one self-contained Special Education 12/1 class. English Language Arts and Math classes are set up in 90 minute blocks.

ESL strategies is provided during the Humanities period in which the students are placed in groups based on their proficiency level achieved on the LAB-R and/or NYSESLAT. Language objectives are then developed and taught through content area material in whole and small groups for the mandated segments of time (360/180). Students are given activities to build prior knowledge on the specific subject being addressed. Content vocabulary is previewed in English and skills are pre-taught based on the instructional outcomes outlined in the content unit. Sentence structures as well as graphic organizers are used to help outline the information and to teach organizational techniques that support comprehension. SIFE students are being emersed in the basics of the English Language during their small group time. They also receive academic intervention services to support their learning and to facilitate a safe learning environment. Newcomers are receiving language support from the ESL teacher and the classroom teacher as well. They are being introduced to project based learning with clear learning outcomes identified. The classroom teachers are using differentiantion to scaffold lessons and address the needs of the students. Long-Term Ells are receiving their mandated sessions with the ESL teacher. Their instrucion is being tailored through project based instruction by both the ESL teacher and the classroom teacher to make their learning more authentic in order to meet the instructional outcomes that have been set in the content units as well as their ESL goals. Project based learning also allows the students to learn from each other and practice their reading,writing, speaking and listening skills in a safe and structured environment put in place to educate the whole child. Students with IEP's requiring ELL's service receive services through a push-in and push-out model depending on the IEP.

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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	

	Freestanding ESL		
100%			
75%			
50%			
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?

Paste response to questions 8-17 here Programming and Scheduling Information--Continued

In our freestanding ESL Programs, students receive all instruction in English. The number of ESL instructional units received is based on Part 154 regulations and students' level of language proficiency as determined by the LAB-R or NYSESLAT.

The Balanced Literacy approach is used during the ESL and ELA instructional time in order to develop literacy skills through a number of activities. Standards based instructional materials are provided to all of our ELLs to ensure literacy development. Instructional materials are provided on different reading levels. Glossaries are provided in the native language as well as instructional and trade books to support lessons.

ELL teachers employ Interdisciplinary Teaching to integrate subject matter from two or more disciplines such as English and social studies, often using themes. Academic language is formally taught and continuously practiced in the instruction of all content areas during the literacy block for the understanding of grammar, syntax, and language mechanics as well as exemplified in research and textbooks. The teacher differentiates instruction by adjusting the academic language demands of lesson instruction in the following ways: modifying speech rate and tone; direct instruction of vocabulary and grammar; repeating key words and phrases; using context clues; modeling strategies and relating instruction to students' background knowledge and experiences as stated in ESL Standard 5. Scaffolding support is contingent, collaborative and interactive. ELLs teachers incorporate cooperative collaborative grouping in their lessons which allows linguistic shared leadership by the learner, as well as social skills development. Another language empowering activity is Think/Pair/Share. In both activities, students with less English proficiency are interacting with more proficient students. The implementation of the Point of Entry Model (POEM) guarantees that students are taught heterogeneously, affording different modalities of learning, scaffolding techniques, and data driven instruction. These teaching strategies provide students with the opportunities to complete performance tasks and demonstrate task orientated knowledge attained within and outside the classroom.

The use of technology continues to strengthen the academic rigor already present in the classroom. Audio enhancement is employed by teachers in classrooms. Professional periods allow us to discuss and ensure that appropriate technology components are incorporated in teachers' planning and used in the classroom. Also, an Inquiry Team is in place and has been formed to examine data and implement best practices based on research to a select group of E.S.L.

Ongoing assessment is designed and implemented to collect evidence of students' learning and/or needs. Results drive instruction. The first formal ELLs assessment is the Periodic Assesment based on preset criteria, and is a measure of English language proficiency. The New York City ELA and Math Simulations and Acuity tests are administered during the school year to all students, including ELLs, in grade 6. The NYSESLAT, also a language proficiency test, determines progress, and functions as the ultimate form of exit criteria from ESL entitlement. These three assessments are unique to our ELLs population and are given in addition to any other grade wide standardized test. Performance Assessments and Standards based Assessments are implemented and required by the City and/or State. These tests, such as the New York State English Language Arts Test and the New York State Mathematics Test, measure educational achievement and are content area specific. In reviewing math results, reliance on word problems and reading comprehension was evident. Beginner ELLs generally score lower than Intermediate ELLs, and Intermediate ELLs score lower than Advanced ELLs. Thus mathematics must highlight language usage and language instruction must include mathematical vocabulary.

The disparity in levels of proficiency between listening- speaking and reading -writing are reduced as our instructional methods are effectively implemented. This effort provides students with additional instruction opportunities to meet academic standards. Lastly, in order to develop the whole child, various interest clubs are offered to all our students on a rotating basis during the school day. In addition, Service Learning Projects, Education through Music, Generation On and Afterschool Sports Clubs.

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 and Support

Teachers of ELLs hold the appropriate teaching certificates and use their knowledge of research based concepts to foster students' language acquisition. To enrich such knowledge, teachers take opportunities to attend professional development sessions, both at school and at NYCBOE and BETAC sites. Mainstream and Special Education teachers take the mandated ESL training hours in order to use ESL strategies with ELLs and to also be able to promptly identify students with disabilities. Records of meetings are maintained and include an agenda of topics covered and sign-in sheets for each professional development offered. During grade-specific Professional Development periods, teachers are trained in best practices for the teaching of ELLs. Guidance counselors, the parent coordinator, and secretaries receive training and continued assistance on ELLs policies.

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?

Parental Involvement

All parents will be invited to our Family Literacy and Math Workshops which will be held in the evenings, to support them in helping their children at home. Our administration and teachers serve as liaisons to our students' parents to elicit information regarding parent needs and provide the appropriate support. Some workshops will assist parents of ELLs specifically in navigating the resources in the school and community. In addition, much correspondence directed towards parents/guardians generated citywide has available translations in written form from NYCDOE website. These services are timely because they are prepared simultaneously with the English correspondence. We are reaching out to the available services offered by the Translation and Interpretation Unit to provide necessary written communication to parents of our remaining home language groups.

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)							2							2
Intermediate(I)							1							1
Advanced (A)							9							9
Total	0	0	0	0	0	0	12	0	0	0	0	0	0	12

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening /Speaking	B							1						
	I													
	A							6						
	P							5						
Reading/ Writing	B							2						
	I							1						
	A							8						
	P							1						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
4					0
5					0
6	3	6			9
7					0
8					0
NYSAA Bilingual Spe Ed					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		3		3				10
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				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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.

Data Analysis

In analyzing the data patterns across proficiency levels and grades on the NYSESLAT, the information reveals that the students continue to demonstrate gains from grade to grade. As students continue to take the NYSESLAT, more students are moving to the Intermediate, Advanced and Proficient levels.

In order to determine instructional decisions, we have assesed the students using the Periodic Assesment geared towards ELL's, we have also assesed studnets using PM Benchmark Assesment, the ALEKS program as well as Study Island.

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.
As stated previoulsy we are a NEW school that started this September 2011. We currently have an enrollment of 117 students, 12 studnets are identified as ELL's. We are a school of reflection and revision and plan to implement and assess the aforementioned strategies.

Part VI: LAP Assurances

School Name: One World Middle School **School DBN:** 11x529

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Wynne	Principal		10/27/11
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Theresa Middleton	ESL Teacher		10/27/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Suada Paljevic	Coach		10/27/11
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 11x529 **School Name:** One World MIddle School

Cluster: 2 **Network:** 607

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

Part A: Needs Assessment Findings

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

We are a new school that opened its doors to parents in September of 2011. We held a June 'Meet and Greet, a summer orientation as well as a September 'Meet the Parents'. During this time we used surveys to assess our school's written and oral needs. In addition, we also assessed the oral needs of parents in order to have translation available. We continue to collect data on our parents needs in order for them to recieve information in a language they can understand.

Our classroom teachers communicate to administration (during orientation as well as PTC) which parents are non English speakers and need oral interpretation regarding their students.

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

The assessment of our written and oral interpretation needs revealed that ten percent (10%) of our parents speak Spanish. At the present time, we have two staff members who speak Spanish. Hence, parents are sent written correspondences and provided oral communication in their language. The community is informed of their rights to translation services via posting at the entrance to our building in eight languages advising parents on how they can receive further information, support and rights to translation services, as well as the Guide to NYC Public Schools. In addition, parents are orally informed of their rights to translation services when they visit the school by the staff.

Part B: Strategies and Activities

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

We have support who contribute to the written translation of correspondence for Spanish speaking parents/guardians. In addition, much correspondence directed towards parents/guardians generated citywide has available translations in written form from NYCBOE website. These services are timely because they are prepared simultaneously with the English correspondence.

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.

Our Spanish speaking parents consistently receive oral translations during Parent Orientation meetings, and conferences through our support staff teachers. Our School Based Support Team is able to provide translators in various languages for necessary guidance issues.

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.

As described above, our school has oral and written translation services for our highest percentage representation of parent/guardian home languages, as well as other lower incidence languages. We reach out to the available services offered by the Translation and Interpretation Unit to provide necessary written communication to parents. Presently parents rely on adults or relatives for language and interpretation services if they choose.