



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: MIDDLE SCHOOL 50/JOHN D. WELLS

DBN (i.e. 01M001): 14K050

Principal: DENISE JAMISON

Principal Email: DJAMISO@SCHOOLS.NYC.GOV

Superintendent: ALICJA WINNICKI

Network Leader: NANCY SCALA

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Denise Jamison	*Principal or Designee	
Joel Garcia	*UFT Chapter Leader or Designee	
Maribel Rodriguez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jessica Blank	Member/ PA/PTA President or Designated Co-President	
Jahaira Rodriguez	Member/	
Josephine Levine	Member/	
Renata Filipowicz	Member/	
Ginger Brown	Member/	
Philippe Whiteman	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)	
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 14K050

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	306	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	2	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	21	# SETSS	N/A	# Integrated Collaborative Teaching	5
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	8	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	88.1%	% Attendance Rate		88.8%	
% Free Lunch	92.0%	% Reduced Lunch		4.1%	
% Limited English Proficient	23.3%	% Students with Disabilities		26.0%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American		17.1%	
% Hispanic or Latino	79.1%	% Asian or Native Hawaiian/Pacific Islander		1.8%	
% White	1.8%	% Multi-Racial		0.3%	
Personnel (2012-13)					
Years Principal Assigned to School	9.19	# of Assistant Principals		2	
# of Deans	1	# of Counselors/Social Workers		2	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		24.2%	
% Teaching with Fewer Than 3 Years of Experience	24.2%	Average Teacher Absences		5.2	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	8.2%	Mathematics Performance at levels 3 & 4		2.4%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		22.8%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		68.2%	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		Yes
Economically Disadvantaged	No			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
At the center of our SCEP are four goals that address the teaching and learning process, school climate and culture and parental partnerships that are key components for any school improvement plan.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Parental involvement remains an issue at our school.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Scheduling a time that the SLT members could meet to work on the plan was a major challenge.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The plan was successfully implemented but not completed finished for each goal.			
Were all the goals within your school's 12-13 SCEP accomplished?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>
If all the goals were not accomplished, provide an explanation.			
We did not conduct the math competitions as planned. Here again, scheduling the competitions with other schools was a major challenge. Parent engagement continues to be struggle and we hope to strengthen our attendance incentives this year.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Our students do not readily participate in afterschool activities or in our Saturday Academy. We have to find ways to motivate the students to participate in these programs.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
While the school made AYP in English, we hope to make AYP in math for our Latino, SPEDs, as well as making AYP in math and science for our Economically Disadvantaged students.			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders will communicate with school staff and the community through the School Leadership team; faculty conferences; faculty and parent newsletters; PTA meetings and our school website and our newly acquired school app.			
Describe your theory of action at the core of your school's SCEP.			
Our theory of action is based on Dr. Joyce L. Epstein's partnership schools theory. Our plan is designed to support the key stakeholders of the school community and to strengthen the partnership between those stakeholders: students; teachers; parents and community towards the ultimate goal of improving the teaching and learning process and student achievement.			
Describe the strategy for executing your theory of action in your school's SCEP.			
We are using the Advance system to improve instruction and providing professional development for our teachers in the Danielson rubric. Additionally, we are providing professional development for teachers for our instructional focus and we have joined the National Network of Partnership schools to help our school community develop an action plan for our parent and community partnership.			
List the key elements and other unique characteristics of your school's SCEP.			
<ol style="list-style-type: none"> 1. PBIS to support and improve the school climate and culture. 2. Implementation of the Advance system to support and strengthen pedagogy and instruction. 3. Instructional Focus – higher order thinking skills and strategies to increase student discussion and debate in the classroom. 4. Data Analysis – the school needs to engage in more corporate data analysis to improve instruction. 			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
With the continued support of our network, our school will be well able to oversee and manage the improvement plan. Also, four the goals in our plan are the principal's PPR school-wide goals and each teacher was required to incorporate at least two of the school-wide goals in their goals for the 2013-2014 school year.			

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“Develop consistency in the use of data from on-going formative assessments, aligned to curricula, to inform timely adjustments to lesson and unit plans in order to accelerate student learning and meet the needs of all students.”

Review Type:	QR	Year:	2012	Page Number:	5	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision	2.3 Systems and structures for school development
2.4 School leader’s use of resources	X
	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

The school leaders will conduct a through quarterly analysis of student achievement trends and present the documented analysis of the School Leadership Team, resulting in quarterly reflective evaluations of respective correlations to the school’s instructional programs, modifications to the SCEP needed with focus on progress towards the AYP targets and the school-wide instructional goals.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. A) Publish the AYP targets as per the NYS Report Card
- B) Conduct a quarterly analysis
- C) The presentations to the SLT will occur within the month following the date of the quarterly analysis. The data to be analyzed will include the results from the 2013 state exams in ELA and Math; baseline assessments in September 2013; curriculum and interim assessments in all core content areas; and local measures of student learning.
- D) Data will also be collected and analyzed from AIS, MSQI, NYC DOE Performance Assessments and Extended Day to direct the instructional support provided through these programs.
- E) Trends will be noted for all students, each grade and each subgroup and shared with all faculty members.

B. Key personnel and other resources used to implement each strategy/activity

1. A) Administration
- B) Teachers
- C) Teachers participating in inquiry and data analysis

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- A) The quarterly analysis will be presented and discussed at the content area meetings to direct instructional planning.
- B) Develop and utilize a template for “findings and next steps” in classroom instruction based on the ORID method of data analysis.
- C) Administration will create an observation schedule to conduct targeted and frequent observations to insure that the instructional “next steps” are being implemented.
- D) Teachers will form interdisciplinary teams to create content area alignments and practices that are instructionally supportive, i.e., writing across the content areas based on common core literacy standards; academic vocabulary instruction.

D. Timeline for implementation and completion including start and end dates

1. A) Begin September 2013; end June 2014
- B) The quarterly analysis will be conducted by October 31st; January 31st; March 31st; and May 31st.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. A) Six teachers x 10 hours of per session for assessment evaluation and data analysis
2. B) Seven classroom printers to support inquiry and data analysis (Supplies General: Administrative Support)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		X	PF Supporting Great Teachers & Leaders		

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
"Improve instructional practices across classrooms to ensure that diverse students are consistently provided with multiple entry points and challenging tasks enabling them to demonstrate higher order thinking skills."									
Review Type:	QR	Year:	2012	Page Number:	5	HEDI Rating:	D		

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
	3.2 Enact curriculum		X	3.3 Units and lesson plans					
	3.4 Teacher collaboration			3.5 Use of data and action planning					

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
<ul style="list-style-type: none"> 100% of the ELA and math teachers will implement a NYCDOE endorsed core curriculum program for all students in grades 6-8, incorporating unit and lesson plans that are aligned to the CCLS coherent curriculum; introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content while appropriately scaffolding lesson plans to meet students' needs. 100% of the science and social studies content area teachers will implement curricula that are aligned to CCLS and NYS content standards and NYC Scope and Sequence, while appropriately scaffolding lesson plans to meet students' needs. 									

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.									
A. Strategies/activities that encompass the needs of identified subgroups									
<ol style="list-style-type: none"> <ol style="list-style-type: none"> School schedule will be adjusted to provide teacher team meetings for common curriculum planning time All ELA and math teachers will collaborate to become more familiar with the ELA Codex curriculum and the Pearson Connected Mathematics Program (CMP3) All social studies and science teachers will develop unit plans and lesson plans aligned to the CCLS; NYS standards and NYC Scope and Sequence in collaboration with network instructional specialists Embedded professional development will be provided by an science Incorporate the practices of examining student work; using formative and summative assessments; using CCLS aligned rubrics and NYS content area aligned rubrics. Supervisors will conduct informal and formal observations to insure that the curriculum is being implemented and that effective instructional practices are being used and to provide actionable feedback for continuous improvement of teacher effectiveness as per the new teacher evaluation and development system. Extend weekly common planning time by one hour 									
B. Key personnel and other resources used to implement each strategy/activity									
<ol style="list-style-type: none"> <ol style="list-style-type: none"> Administrative team Teacher teams Generation Ready curriculum and staff development consultant 									
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity									

1. A) Professional development participation
B) Teacher observation reports/data
C) Result of student work analysis
- D. Timeline for implementation and completion including start and end dates**
1. A) Start: September 2013; end: June 2014
B) Consultant work from October to June
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. A) One Science curriculum and staff development consultant from Generation Ready x 10 visits
B) Per session for 24 teachers x 23 days for extended common planning time once a week

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Use teacher observation data to design professional development that addresses identified teachers' needs and provides support for the improvement of instructional practices. (4.1)

Review Type:	QR	Year:	2012	Page Number:	5	HEDI Rating:	D
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture		4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

100% of the core content teachers will incorporate questions, opportunities for student discussion, and academic tasks that require high order thinking as evidenced in both lesson/unit plans and teacher observations.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. A) Professional development will be given by October 30th on how to include higher order thinking tasks in unit and lesson plans. Teachers will engage in discourse and study of Component 3b – Using Questioning and Discussion Techniques to come into a common understanding of "effective" and "highly effective" practice in this competency
- B) Teachers will Explore the CCLS-aligned materials (Code X and CM) to identify effective instructional practices and strategies as well as recognize higher order questions, opportunities for student discussion and rigorous academic tasks in order to insure that students are engaged in analysis, synthesis, comparisons, and higher order thinking. Embedded support will be provided by a Generation Ready Coach.
- C) During Grade level teacher meetings teachers will share best practices and develop strategies that were effective with their students
- D) Supervisors will conduct informal and formal observations to insure that the curriculum is being implemented and that effective instructional practices are being

used and to provide actionable feedback for continuous improvement of teacher effectiveness as per the new teacher evaluation and development system.

B. Key personnel and other resources used to implement each strategy/activity

1. A) Administration
- B) Teachers
- C) Generation Ready curriculum and staff development consultant

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. A) Teacher observation ratings/data
- B) Lesson/unit plans

D. Timeline for implementation and completion including start and end dates

1. A) Begin: September 2012; end: June 2013

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. One ELA curriculum and staff development consultant from Generation Ready x five visits

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders
		X	

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"The school leadership should establish a School Against Violence in Education (SAVE) room and provide appropriate staffing that will effectively support students with interventions that do no interrupt learning."

Review Type: JIT	Year: 2011	Page Number: 6	HEDI Rating: N/A
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

The school will continue the implementation of school-wide programs (PBIS and Advisory) to decrease the number of detentions and suspensions by at least 5%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. A) Develop and implement student advisory program, with the support of Morningside Center for Teaching Social Responsibility
- B) Continue and improve PBIS program
- C) Develop guidance counselor programs that target high-risk students, hold-overs, and truant students
- D) Engage both AIS and other students in extracurricular activities

B. Key personnel and other resources used to implement each strategy/activity

1. A) Coach from Morningside Center for Teaching Social Responsibility B) Guidance counselors/deans C) Teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. A) Implementation and reflections on PBIS B) Reduction in number of suspensions and incidents C) Student attendance at extracurricular activities D) Improvements in attendance and grades for high-risk, hold-overs, and truant students.
D. Timeline for implementation and completion including start and end dates
1. Begin: September 2013; end June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. A) Saturday Academy academic enrichment: six teachers for 3 hours for 6 Saturdays B) Afterschool extracurricular activities: per session for six teachers for 2-4 hours for 32 weeks C) Morningside Center for Teaching Social Responsibility coach with one school support package

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .										
X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
"Parent attendance at parent association meetings is sporadic and is sometimes low..."			
Review Type:	JIT	Year:	2011
Page Number:	7	HEDI Rating:	N/A

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.		
X	6.2 Welcoming environment	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
The school will increase parental attendance at school events by 5% by June 2014.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
A. Strategies/activities that encompass the needs of identified subgroups
1. A) School will provide information to parents in both Spanish and English B) In addition to parent-teacher conferences, the school will host at least two events for parents C) School will develop an Action Team for Partnerships with parents
B. Key personnel and other resources used to implement each strategy/activity
1. A) Administration

- B) Parent coordinator
- C) Teachers
- D) Parents

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1. A) Frequency of communication to families
- B) Attendance at school events

D. Timeline for implementation and completion including start and end dates

- 1. Begin: September 2013; end June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1. Guest speakers for parents of graduating students (Parental Involvement)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

Students identified as requiring Academic Intervention Services or needing additional help will be programmed for afterschool and Saturday learning support, leading to a 5% increase in course pass rates.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. We know that students work best when engaged both academically and social-emotionally. Our afterschool programs will both offer academic support and enrichment, while other activities provide a safe structure for students to develop friendships, work in teams, reflect on their development and growth, and connect with adult role models.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. A) Teachers
- B) Guidance counselors
- C) Supervising administrators

C. Identify the target population to be served by the ELT program.

1. A) All students identified as needing AIS
- B) Students who are struggling academically or socially
- C) Students seeking academic enrichment

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21st Century		Tax Levy	X	Title I SWP		Title I TA		Title I PF		C4E
	Title III		Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

MS 50's ELT program will address the needs of our most struggling students: those who require AIS support as well as those populations who do not make AYP as well as those who are currently failing. Our ELT program will allow students to have an opportunity to learn in a small group setting outside of the school day. The ELT program will address students' skill deficits as well as offering them social activities and clubs in a safe setting.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

- Saturday Academy: offers targeted, subject specific support in order to support student performance on tests
- Regents Preparation: offers enrichment for students desiring to take the Regents
- Scrabble Club: offers vocabulary-building activities in order to support students' literacy skills
- Culture Club: provides an opportunity for students to learn about each other's backgrounds
- Homework Help: offers targeted, subject specific support in order to support student performance in class
- Athletic and Team Building Club: offers physical exercise opportunities and team building techniques in order to improve

students' health and mental well being.

Robotics Club: students design robots and have them perform tasks

C. Describe how the ELT program will address the unique learning needs and interests of all students.

There will be a low teacher-to-student ratio, allowing teachers to give individualize and personalize attention to students on a small group setting.

D. Are the additional hours mandatory or voluntary?

Mandatory

X

Voluntary

E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

Students will be invited and strongly encouraged to attend; parents will be notified of the programs and contacted if AIS students do not attend.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

In addition to ELT opportunities, AIS students are provided with academic support throughout the day, as well as being paired with a guidance counselor to support them with college readiness and social-emotional guidance.

G. Are you using an ELT provider procured using the MTAC process?

Yes

X

No

H. Describe how you are evaluating the impact of the ELT program on student achievement.

- Student attendance rates
- Student performance on classroom assessments
- Reduction in suspensions and incidents

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<ul style="list-style-type: none"> • Reading practice • Fluency strategies • Comprehension strategies • Writing strategies • Common Core shifts 	<ul style="list-style-type: none"> • Small group and individual instruction • Push in support during classroom instruction for ELLs and SPED students. • Personalized modifications based on teacher assessment results. 	<ul style="list-style-type: none"> • Before school and support as needed during the school day.
Mathematics	<ul style="list-style-type: none"> • Computation strategies • Mathematical thinking • Common Core shifts 	<ul style="list-style-type: none"> • Small group and individual instruction • Push in support during classroom instruction for ELLs and SPED students. • Personalized modifications based on teacher assessment results 	<ul style="list-style-type: none"> • Before school and support as needed during the school day.
Science	<ul style="list-style-type: none"> • Content review 	<ul style="list-style-type: none"> • Small group and individual instruction • Push in support during classroom instruction for ELLs and SPED students. • Personalized modifications based on teacher assessment results 	<ul style="list-style-type: none"> • Before school and support as needed during the school day.
Social Studies	<ul style="list-style-type: none"> • Content review • Non-fiction reading skills • Essay writing 	<ul style="list-style-type: none"> • Small group and individual instruction • Push in support during classroom instruction for ELLs and SPED students. • Personalized modifications based on teacher assessment results 	<ul style="list-style-type: none"> • Before school and support as needed during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Social skill building • Habits of mind and time management • Personal resiliency skills 	<ul style="list-style-type: none"> • Small group and individual instruction 	<ul style="list-style-type: none"> • Before school and support as needed during the school day.

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All teachers at MS 50 are highly qualified; they are fully certified teachers assigned to teach in their license area

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
MS 50 works closely with different school support organizations and their Network in order to implement curriculum aligned to the Common Core Standards. Additionally, the APs work with departments to help scaffold Common Core aligned units and lessons.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
MS 50 had conceptually consolidated funds.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The MOSL committee met in September to decide on state and local assessments.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

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);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 14	Borough Brooklyn	School Number 050
School Name The Williamsburg Middle School Academy		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Denise Jamison	Assistant Principal William H. Lemos
Coach None	Coach None
ESL Teacher Olwen Abergas	Guidance Counselor Marilyn Sostre
Teacher/Subject Area James Whitaker/ELA	Parent Maribel Rodriguez
Teacher/Subject Area Jason Warren/ELA-SS	Parent Coordinator Jahaira Rodriguez
Related Service Provider Paulette Kee	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	314	Total number of ELLs	82	ELLs as share of total student population (%)	26.11%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)							10	16	17					43
Freestanding ESL														
Push-In							22	10	7					39
SELECT ONE														0
Total	0	0	0	0	0	0	32	26	24	0	0	0	0	82

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	88	Newcomers (ELLs receiving service 0-3 years)	56	ELL Students with Disabilities	7
SIFE	11	ELLs receiving service 4-6 years	20	Long-Term (completed 6+ years)	25

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	43	2	0	0	0	0	0	0	0	43
Dual Language										0
ESL	14	9	7	20	3	4	5	0	5	39
Total	57	11	7	20	3	4	5	0	5	82

Number of ELLs who have an alternate placement paraprofessional:

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							9	16	17					42
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	9	16	17	0	0	0	0	42

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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							23	9	7					39
Chinese														0
Russian														0
Bengali								1						1
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	23	10	7	0	0	0	0	40

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)							12	16	13					41

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							7	4	5					16
Advanced (A)							14	7	4					25
Total	0	0	0	0	0	0	33	27	22	0	0	0	0	82

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							12	16	13				
	I							7	4	5				
	A							14	7	4				
	P							0	0	0				
READING/ WRITING	B							12	16	13				
	I							7	4	5				
	A							14	7	4				
	P							0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	22	2	1	0	25
7	12	1	0	0	13
8	12	0	0	0	12
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	28	0	1	0	1	0	0	0	30
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	26	0	12	0	5	0	1	0	44
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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)	2	12	4	12				
Chinese Reading Test								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 1. TC Running Records, NYSESLAT, LAB R, Interim Assessments. The data is recorded in the student's individual profile which helps us to monitor academic progress. Based on the data, students get assigned to AIS. In addition, students receive two periods of Achieve 3000 and a period of Word Generation.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. Based on the data, on the average 30% of ELL students passed the NYSESLAT. More than 50% increased their proficiency level and likewise assessment is also conducted to monitor their proficiency levels. Based on the Running Record results, our ELL students are one or two years below grade level in reading. Some students have decoding challenges while others have fluency challenges which impact on comprehension
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 3. Instructional decisions are based on reading/writing, listening/speaking modalities. In addition, content area teachers are also informed of students' NYSESLAT levels.
4. For each program, answer the following:
 - a. 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?
 4. Most of our ELL students attain a Level II in the NYS ELA Test. This is also reflected across the various subgroups. ESL teachers review the data from the item analysis to inform their teaching and learning.
The data from the Periodic assessments are reviewed by the ESL , ELA teachers and the administration to determine the instructional program and students who need to receive after-school assistance. According to the results form the periodic assessment our students progress according to expectations.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
7. 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?

We use the translanguage approach.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We compare the results of the NYS ELA test with the NYSESLAT to see if there are any trends. In addition, we have a higher percentage of ELL students than the city average passing the NYSESLAT. The increase in the number of teachers seeking ESL certification reflects that teachers recognize the ESL program as valuable to our student population as demonstrated by the number of students who test out from the NYSESLAT. The results from the NYS School Report Card and the NYC Progress Report are examined using the ORID protocol. The findings are presented to the school community.

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. When a student registers at the school, the parent is provided with the HLIS form. If the student is coming from another NYC school, the exam history is examined to determine the student's needs and after a conference with the parent a decision is made as to where the student is placed. If the student is new to the public school system, the certified ESL teacher, Mr. O. Abergas or Ms. S. Kao, conducts an interview with the child and the family to determine the language proficiency. The parent coordinator, Ms. J. Rodriguez, will provide translation support to the ESL teacher. If the student has never taken the NYSESLAT, the student is given the LAB-R by the certified ESL teacher within the 10 mandated days. This process is conducted to all new students throughout the school year. The Spanish LAB is administered by the bilingual teacher Ms. M. Brito. Annually, the results from the NYSESLAT test are viewed to determine which students need to continue in the program. If a student achieves advanced status, the child may be moved out of the bilingual program, with parental consent, into the free standing ESL program. The results are also used to determine which level the student belongs at.
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.
 2. To ensure that parents understand all three program choices, there is an orientation meeting where a video and materials are presented. The parents of students who have English limited proficiency and speak Spanish are presented with the choice of the transitional bilingual program, dual program, or the free standing ESL program. The Dual Language program is offered at other schools. Students of languages other than Spanish are offered all three programs. Those students who choose to stay in our school are placed in the free standing ESL program because our bilingual program is only offered in Spanish. Our non-Spanish speaking parents have opted to stay and participate in the free standing ESL program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 3. Entitlement letters, parent survey and program selection forms are distributed to parents upon registration and are returned when the child completes the registration process. In order to collect all forms, phone calls are made to the homes. All of our forms have been returned immediately, the forms are kept in the ESL classroom.
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.
 4. The students who speak languages other than Spanish are placed in our free standing ESL program. Those with Spanish speaking backgrounds are placed according to parent selection into either the free standing ESL program or the transitional bilingual program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All students who are entitled to take the NYS ELA Exam and the NYSESLAT are identified using ATS reports
6. 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.) 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. 
 5. After reviewing the parent survey and program selection forms for the past few years, we conclude that the trends have been that 100% of the students who have received bilingual instruction in elementary school continue to choose bilingual instruction in the middle school. 100% of the newcomers who speak Spanish select the transitional bilingual program. 100% of the students who have been receiving ESL services during their elementary school years continue to choose the free standing ESL program during their middle school education. Both the free standing ESL program and the transitional bilingual program offered at our school are aligned with parent request.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 1. a. The organizational model for our transitional bilingual program is departmentalized. Students receive NLA and Social Studies from one certified bilingual teacher, Ms. M. Brito. In addition, they receive math and science from another certified bilingual teacher, Mr. L. Moran. For students in the free standing ESL program, there is a combination of push in and pull out programs. The ESL teacher co-teaches with the ELA teachers. (Ms. Atkins in grade 6 and Mr. Whitaker in grade 8) seven grade students receive the services from the pull out program.
 1. b. Bilingual students follow the block model, traveling together as a heterogenous group of mixed proficiency levels. One class is ungraded with a combination of 6 and 7 grade students and the other class is only for eight grade students. ESL services to our bilingual students are offered in homogenous grouping according to their proficiency level of beginners, intermediate or advance.

The free standing ESL program also follows the block model by grade for students in general education. Students are grouped heterogenously, with mixed proficiency levels. For students in self-contained classes a heterogenous pull out program is offered.
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)?

2. a. All our bilingual students receive ESL services 360 minutes per week. The free standing ESL program provides our beginners and intermediate students with 360 minutes per week because of the block scheduling. Our advance students receive additional ESL instruction time above their 180 minutes. Our two certified ESL teachers ensure that the mandated number of minutes are provided to all students in each program. Bilingual students receive 45 minutes daily of NLA. ELL students not in the bilingual program receive 8 periods of ELA a week.

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 foster language development and meet the demands of the Common Core Learning Standards.

3. The content area instruction for the bilingual program is offered both in English and Spanish following the 60% in English and 40% in Spanish. The native language arts curriculum is aligned with the ELA curriculum with special emphasis on differentiated instruction with ESL methodologies. The free standing ESL program is offered in English aligned with the ELA curriculum. Native language glossaries are used in the free standing ESL program. When possible same language peer grouping is facilitated. Additionally, differentiated instruction and flexible grouping occur in the classroom. Visuals are also used in math, science, and social studies. During the pull out ESL program the teacher supports the acquisition of academic vocabulary and concepts in the content areas. All ELL students engage in Common Core aligned instruction using Scholastic's Code X materials. ESL and ELA teachers plan their instructional units collaborative using CCLS. The material is scaffolded and SIOP methodology is used.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
4. Our bilingual students receive NLA instruction where formative and summative assessments are conducted in Spanish. In addition they take the ELE test to determine Spanish comprehension of the Spanish language. All the NYS tests are administered in Spanish.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Students take the Periodic Assessments, teachers conduct individual interview with beginner students. For the regular ELL students we used Code X materials, Achieve 3000, and Word generation.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6. a. ESL teachers confer with the ELA teachers to ensure that SIFE students are identified. Once this has been done, a review of data which includes and it not limited to the NYSELAT, NYS ELA test, interim assessments and teacher's formative assessments, is done. Instruction is differentiated to address the individual learning needs of the students. Some of the students identified as SIFE receive counseling and SIFE students with IEPs receive additional assistance from the SETSS services, CTT services, or are serviced by a self-contained classroom teacher as detremined by the IEPs.

b. Thus far all of our newcomers are in the transitional bilingual program. A breakfast program is offered to them to assist them in acquiring the social language and acclimating to the school enviornment. Students also participate in the 37 1/2 minutes after-school program with ESL teachers. Students also have the opportunity to participate in the SES program, Edison Learning. These programs provide academic tutoring in a small setting. Additionally, students who will be taking the ELA test participate in an after-school program designed to provide them with reading and writing strategies aligned with requirements for the ELA test.

c. For our ELL students (4-6 years) we provide the following services: The ESL teacher confers with all content area teachers to identify individulaized strength and needs of students. Further analysis of NYSESLAT modalities' results guides the ESL/ELA instruction. Some of these students receive SES services.

d. An analysis of the data indicates that most long-term ELL students are in self-contained classes or are SIFE students. The ESL and ELA teachers confer and plan instruction based on the student's IEP.

7. 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?
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 ESL teachers confer with the IEP teacher and content area teachers to modify instructional materials. Some of the students have parallel schedules that allow them to receive mainstream services.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

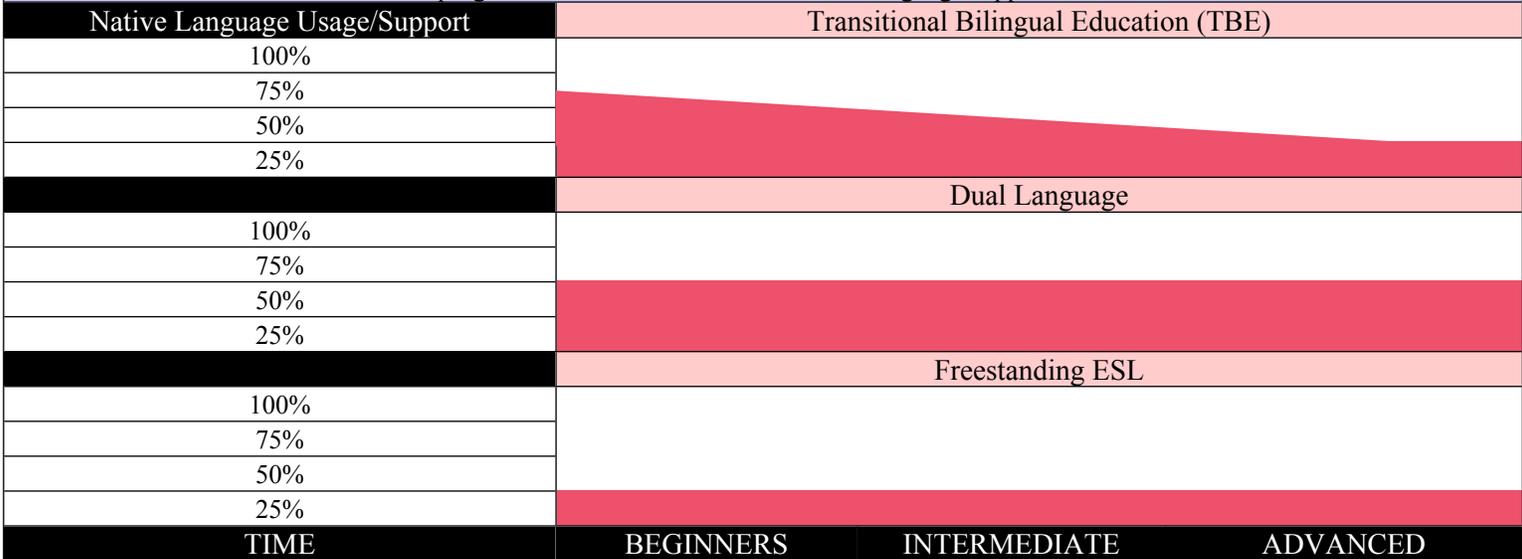
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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

9. 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.

ESL teachers and content area teachers plan their units together during the School-wide Planning Time. AIS services are provided to some ELL students and others are invited to attend after-school and Saturday programs.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

This year the school has adopted translanguaging strategies to help ELL students. Our students continue to score above the city average in the NYSESLAT. Additionally, the use of technology has been expanded to include the use of Ipads to help students with language development.

11. What new programs or improvements will be considered for the upcoming school year?

We will continue with the proven programs

12. What programs/services for ELLs will be discontinued and why?

None

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students are encouraged to participate in all school activities.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We have Smartboards, projectors, laptop, Ipads.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

NLA Classes and translanguaging. The alignment of ESL and NLA language objectives.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Our bilingual students are clustered according to proficiency levels for ESL instruction. Our former ELL students are clustered together in one class per grade.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

A Summer Institute is offered during August.

18. What language electives are offered to ELLs?

None

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Our ESL teachers and some of our ELA teachers have participated in city-wide ESL conferences . Opportunities for curriculum mapping and common preparation meetings are provided to all teachers of ELL students. All teachers are receiving professional development in the Common Core State Standards as we progress through the school year. Several of our ELA and content area teachers are advancing their knowledge of ESL methodologies by attending post-graduate programs and some are pursuing ESL certification.

2. Our teachers attend Code X seminars throughout the year and CUNY initiatives for ESL teachers.

3. The ESL teacher confers with content area teachers to share and develop instructional practices on a weekly basis. In addition, some of our faculty conferences and common preparation meetings are devoted to expose our faculty to ESL methodology.

4. Content area teachers receive training by our ESL. CFN 107 provides PD throughout the year.

D. Parental Involvement

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

1. Every year the parents of all ELL students are invited to an orientation meeting where the programs are explained. Phone calls are made in both languages inviting parents to workshops. Our CBO provides outreach as well as workshops. parents in need of translation services are encouraged to call ahead so that we can secure the services available through NYC DOE. Additionally, the parent coordinator and one of the assistant principals are available to assist with translations. All of our correspondence is in two languages; English, Spanish.

2. The school partners with El Puente to provide workshops to ELL parents such as GED, ESL, and social programs.

3. The parent coordinator conducts informal surveys and interviews with the parents in order to assess their needs. Additionally, parents meet with the ESL teachers and needs are addressed and identified. The parent coordinator has a list of resources for all parents.

4. The parent coordinator offers workshops designated to assist parents of ELL students. There is also a Math Night for parents. Parents of our ELL students participate in various activities throughout the school year such as Parent-Teacher conference, students' celebrations, etc.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____**School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Denise Jamison	Principal		11/15/13
William H. Lemos	Assistant Principal		11/15/13
Jahaira Rodrigue	Parent Coordinator		11/15/13
Olwen Abergas	ESL Teacher		11/15/13
Maribel Rodriguez	Parent		11/15/13
Jason Warren	Teacher/Subject Area		11/15/13
James Whitaker	Teacher/Subject Area		11/15/13
	Coach		1/1/01
	Coach		1/1/01
Marilyn Sostre	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **14K050**

School Name: **JHS 050**

Cluster: **1**

Network: **107**

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 analyze the HILTS forms, and conducted parent surveys to determine the language needs of our families.

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.

MS 50 currently enrolls 306 students with the following ethnic background: 232 students are designated as Hispanic, 1 student is native American, 4 students are Asian, 2 students are from the Pacific Islands, 65 students are black and 2 students are white. We identified 56 students in the Transitional Bilingual Spanish Program.
The findings are presented during the October School Leadership Team meeting.

Part B: Strategies and Activities

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

All school documents are translated to Spanish using Google Translate and the assistance of school staff. If another language is identified in need of translation Google Translate will be used.

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

The oral translations to Spanish are conducted by the parent coordinator, Ms. J. Rodriguez, the assistant principal, Mr. Wm. Lemos and other school staff.
The school displays posters highlighting the availability of DOE translation services.

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

The school follows all mandates from Chancellor's Regulation A-663. Identification of students' language needs is made within the first 30 days after enrolment. The parent coordinator refers parents to various services that are available to all parents by DOE. One on one and group translations are performed by school staff.

As per an agreement with New York State Education Department, all schools will be required to develop and submit a new Title III Application every other year.

For the 13-14 school year, schools may continue to use, modify, or revise the 12-13 Title III Application.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: JHS 50	DBN: 14K050
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 48
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

MS 50 currently has two extended-day programs to assist our ELL students. The morning breakfast program is designed to meet the social needs of our newcomers in grades 6-8. This program allows for students to interact with one another and with children who have been in the program in the past. Students learn about the American culture and traditions. The program is a way for the new students to get to know their new country and begin to use the social language needed to interact with their classmates. The program runs Monday through Friday from 7:30 AM to 8:30 AM and services 23 students in grades 6-8. This program doesn't use published materials, but instead it uses oral skill exercises to promote language development. The teacher uses newspaper cartoons, picture books, and clips from TV shows to illustrate American culture and initiate conversation. The program runs from October 02, 2012 until May 24, 2013.

The after-school program is designed to meet the needs of 25 of our intermediate and advanced ELL students in grades 6-8. The program is designed for implementation into two sessions. The first session is for preparation for the NYS ELA exam and the second session is for students to receive additional assistance in meeting the various modalities of the NYSESLAT. Students receive additional assistance in reading, writing and listening. The program runs Tuesdays and Thursdays from 3:30 PM - 5:00 PM. The students are serviced in the two sessions. Both programs, the one in the morning and the one in the afternoon are conducted by the two licensed ESL teachers. The program uses Curriculum Associates NY Ready ELA. For preparing students for the NYSESLAT we use Getting Ready for NYSESLAT. The program runs from October 02, 2012 until April 12, 2013.

A Saturday Academy scheduled from March 2nd through April 6, 2013 will provide ELL students with ELA instruction in preparation for the NYS ELA Exam. The Academy will run from 10:00 AM to 1:00 PM. The ESL teachers and Mr. J. Warren, ELA teacher will participate in the academy. The teachers will follow the co-teaching model. Mr. Whitaker has taken extensive ESL courses and participated in Component B last year. The focus of his project was ESL methodology.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: Content area teachers meet regularly with the two certified ESL teachers to plan and discuss instructional strategies and practices. All our teachers received training in Understanding by Design Techniques by one of their consultants. Consultants from the Core Knowledge program provided training for a week to our ELA and ESL departments in the development of curriculum mapping and development of units of study. Currently we have applied and being identify as one of the finalist for the NYS ELL Grant which consists of several opportunities for ESL and bilingual teacher to participate in professional development activities. Our content area teachers who are attending ESL college programs turn-key their learning to our ESL teachers. The following are some of the workshops presented:

September 6, 2012 "Understanding by Design" presented by Mr. Lemos, Assistant Principal, September 20, 2012 "Developing a Curriculum Map" presented by Mr. Lemos, October 3, 2012 "Scaffolding Language, Scaffolding Learning" presented by O. Abergas, ESL teacher, November 7, 2012 "Teaching Second Language Learners in the Mainstream Classroom" presenter J. Whitaker, ELA teacher December 5, 2012 "Writing in a second Language across the Curriculum" presenter O. Abergas, December 12, 2012 "Integrating Language and Content" presenter Ms. S. Kao, ESL teacher.

Part D: Parental Engagement Activities

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

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

Begin description here: Our parent coordinator has scheduled a series of workshops during PTA meetings. Some of the topics are: Helping our children to understand the ELA test. Math Family Night, Reading Strategies for reluctant readers, and Understanding the Common Core State Standards. The workshops are presented by our faculty and are advertised in the monthly school calendar. The reason to provide these workshops is to ensure that parents of ELL students as well as the other parents have a clear understanding of what the two state tests are and some concrete ways parents are able to assist their children. The meeting are held on the following dates with simultaneous translation in Spanish:

September 27, 2012 "How to Help your Child Succeed", September 24, 2012 "Promoting Literacy in English and the Home Language" presented by the ESL teacher, "Understanding your Child's City-wide Assessments" presented by Mr. Lemos, Assistant Principal, February 7, 2013 "How to help your Child Succeed in the ELA and NYSESLATAT Tests" presenters the ESL teacher and the assistant principal, March 7, 2013 "Math Family Night" presenter Ms. Ervin, Assistant Principal. The workshops where and will be presented in English with simultaneous translation to Spanish. Notices were and will be posted in the school calendar. In addition an automated phone call was and will be placed in the home language to make parents aware of the workshops.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		