



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: RON BROWN ACADEMY
DBN (i.e. 01M001): 16K057
Principal: CELESTE DOULGAS-WHEELER
Principal Email: CDOUGLA22@SCHOOLS.NYC.GOV
Superintendent: EVELYN SANTIAGO
Network Leader: ALLISON SHEEHAN

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
CELESTE DOUGLAS-WHEELER	*Principal or Designee	
JUNE BOYD	*UFT Chapter Leader or Designee	
AJA SIMPKINS	*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	
DEWANA DAIDS	Member/ ASSISTANT PRINCIPAL	
SOPHIA WILLIAMS	Member/ PARENT COORDINATOR	
LEON BOWERS SR	Member/ PARENT	
SONIA MCINTOSH	Member/ TEACHER	
KRISTEN CRESPO	Member/ TEACHER	
KIMOY NICHOLS	Member/ PARENT	
CONSUELO ANDERSON	Member/ PARENT	
AUDREY SHAMBLEE	Member/ PARENT	
JANICE BRUCE	Member/ PARENT	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature 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 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

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 13 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	
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

School Information Sheet for 16K057

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	213	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	2	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	9	# CTE	N/A
School Composition (2012-13)					
% Title I Population	79.0%	% Attendance Rate		87.9%	
% Free Lunch	100.0%	% Reduced Lunch		0.0%	
% Limited English Proficient	3.1%	% Students with Disabilities		25.9%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American		77.2%	
% Hispanic or Latino	21.1%	% Asian or Native Hawaiian/Pacific Islander		0.4%	
% White	1.3%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	6.17	# of Assistant Principals		1	
# of Deans	1	# of Counselors/Social Workers		N/A	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		45.2%	
% Teaching with Fewer Than 3 Years of Experience	5.3%	Average Teacher Absences		13.4	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	11.9%	Mathematics Performance at levels 3 & 4		9.0%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		42.7%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
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		X	
Priority School					

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	No
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	N/A
Economically Disadvantaged	No		
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	Yes	Limited English Proficient	N/A
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
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	Yes		

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.				
<ul style="list-style-type: none"> ❖ Provided academic intervention services for our lower third students ❖ Increased parent involvement by providing appropriate workshops, training and increased communication ❖ Alignment of budget to resources ❖ Focused observations and timely feedback to staff ❖ Increased use of data by staff to assess and differentiation instruction for our students ❖ A decrease of disciplinary infractions by students. ❖ Curriculum maps and monthly unit plans were CCLS aligned. ❖ Increased use of technology in most classrooms 				
Describe the areas for improvement in your school's 12-13 SCEP.				
<ul style="list-style-type: none"> ❖ Providing differentiated professional development for staff ❖ Increased rigor in some classrooms ❖ CCLS aligned assessments and lesson plans are meeting the needs of Students with Disabilities and the ELL population. ❖ Teachers understanding how to use/read a student's IEP to develop lesson plans was not fully implemented 				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
<ul style="list-style-type: none"> ❖ Adequate time to provide professional development for staff ❖ The bus strike affected a small number of students ❖ QR in beginning of the school year ❖ Sandy – the storm ❖ Agreed upon times for parents and staff to meet to discuss school goals and data. ❖ Lack of parental involvement in discussing their child's progress or understanding the changes with the CCLS curriculum ❖ Number of students including transfer students that entered the school as struggling readers and learners. 				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
The implementation of the SCEP was successful since all of our goals were met.				
Were all the goals within your school's 12-13 SCEP accomplished?			x	Yes
If all the goals were not accomplished, provide an explanation.				
Did the identified activities receive the funding necessary to achieve the corresponding goals?			x	Yes

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.				
<ul style="list-style-type: none"> ❖ Teachers becoming familiar with implementing new curriculum materials in math and ELA ❖ Managing the new assessments (MOSL) with adequate time and support for instruction ❖ The roll out of the new teacher evaluation system ❖ Maternity leave for 6th/7th grade math special education teacher ❖ sufficient planning time, time to service the students and analyze data ❖ Transient population, including safety transfer students placed in the 8th grade ❖ Large number of struggling readers, ❖ Two large 8th grade classes with 30+ students, ❖ We do not have an ELL teacher to support the ESL students, and ❖ Lack of parental support that impacts upon implementing the rigor of the Common Core and citywide ELA and Math curriculums 				
List the 13-14 student academic achievement targets for the identified sub-groups.				
The 13-14 student academic achievement targets for the identified sub-groups is to increase the number of students in the lowest one-third (citywide) in both math and ELA and proficiency levels in ELA from 12.9% to 20% and proficiency levels in Math from 9.2% to 19%, which will impact our subgroups (SWD, hisp, econ. disadvantaged).				
Describe how the school leader(s) will communicate with school staff and the community.				
The school leaders will continually communicate with school staff and community during weekly Faculty Conferences, team				

meetings and monthly mandated SLT meetings

Describe your theory of action at the core of your school's SCEP.

All stake holders would move our school from the current state to its desired state of improvement by

- ❖ Placing an emphasis and encouraging highly effective staff members who will be provided with targeted professional development to provide rigorous and differentiated instruction so that each child can meet his/her maximum potential.
- ❖ Providing a standard –based curriculum that would prepare our students for college and career readiness
- ❖ Analyzing data to monitor general trends and measure individual student performance so that school staff can address students' deficit.
- ❖ Providing academic intervention for students in small groups during school and Saturday school using research – based programs that would assist students to move in proficiency levels across all content areas.
- ❖ Maximizing school funds to provide students with materials and resources that would enable them to improve on their academic skills

Describe the strategy for executing your theory of action in your school's SCEP.

- ❖ By informing all stakeholders about our core beliefs
- ❖ By providing the required professional development for school staff both on content (the curriculum) and pedagogy (instruction)
- ❖ By monitoring both staff and student performance and making necessary adjustment based on data for improvement
- ❖ By using specific funding sources (Focus and SINI funds) to provide academic intervention services for our students after school and on weekends.
- ❖ By using various funding sources to provide students and staff with resources and materials to enable our students to increase their progress and performance

List the key elements and other unique characteristics of your school's SCEP.

1. Our school is self- sufficient whereby the teachers will be providing the academic intervention for our students rather than an outside provider
2. Teachers will serve as mentors (peer instructional coaches and lead teachers) and share best practices with each other
3. The school schedule allows for collaboration among grade level teams and by department

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

To effectively oversee and manage the improvement plan it will be evidenced throughout the year during monthly SLT meetings, weekly common planning meetings (by department) and weekly team meetings (by grade) and weekly Data Inquiry Meetings. At the various meetings data and teacher practices are consistently being reviewed to improve student progress and proficiency levels. Every staff member is a stake holder in the contents of the SCEP. The SLT parents are an integral part of this process. Everyone would be familiar with this document since it is the 'blueprint' for our school. All team planning and instructional initiatives will be centered on the contents of this document. It would be a 'living document' that all staff member can refer to

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).

However, the analysis of student data does not fully include information for English language learners and Individual Education Plans (IEP) for students with disabilities when planning lessons thus, teachers have not yet maximized their professional knowledge to adjust the learning for all students

Review Type: QR	Year: 2013	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.

x	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.

By June 2014, all teachers will receive individualized feedback through cycles of observations using the *Danielson's Framework for Teaching* and targeted professional development, resulting in 75% of teachers rated *Developing* or above on the HEDI scaled for all components

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.

- **Strategies/activities that encompass the needs of identified subgroups**
 1. Conduct initial planning conferences with staff
 2. Conduct formal and informal observations with staff
 3. Provide timely feedback to staff members
 4. Provide targeted professional development based on individual needs of staff
- **Key personnel and other resources used to implement each strategy/activity**
 1. Administrative staff and teachers
 2. Administrative staff and teachers
 3. Administrative staff and teachers
 4. Administrative staff , coaches , network , consultants and teacher
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Agenda, sign-in sheets, completed evaluation option forms
 2. Observation reports
 3. Observation feedback forms
 4. Observation reports reflecting areas for improvement
- **Timeline for implementation and completion including start and end dates**

September 2014-June 2014
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. Approximately 10 days for math consultant to work with groups of teachers
 2. Approximately 14 days for AUSSIE consultant to work with ELA teacher and Approximately 2 days for reading intervention specialist to work with Reading teacher
 3. Approximately 5 days for AUSSIE consultant to work with SS teacher
 4. TIF ambassador to work with select teachers to implement Peer Instructional Coaching using observation feedback as the resource

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.						
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	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).						
ARIS data- Currently 88 students are in the lowest one third citywide in Math and 84 students are in the lowest one third citywide in ELA						
Review Type:	ARIS	Year:	current	Page Number:	n/a	HEDI Rating: n/a

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.			
x	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.	
By June 2014, the percentage of our students in the lowest one third citywide reaching the 75 th growth percentile or higher will increase by 15% in both Math (13 students) and ELA (15 students) by increasing their reading, writing and comprehension levels	

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"> 1. Common planning content area meetings to review the curriculum and analyze the curriculum materials from EngageNY. 2. Teachers collaborate with lead teachers to develop curriculum maps for each content and grade level 3. Teachers develop and execute unit and daily lesson plans suitably adjusted for ELLs and SWDs on a daily basis aligned to the units of studies. 4. School leaders and teachers will review data gathered by the data specialist from interim and end of unit performance tasks and assessments to surface implication for teacher practice at least every 8-12 weeks 5. Teachers, lead teachers, consultants and administration revise and make adjustment to curriculum maps and instructional strategies based on data collected 	
B. Key personnel and other resources used to implement each strategy/activity	
<ol style="list-style-type: none"> 1. School leaders, lead teachers, content area teams 2. School leaders, lead teachers, and content area teams 3. Lead teachers, team leaders and IEP teacher 4. School leaders and grade level teacher teams 5. School leaders, teacher leaders, and consultants 	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
<ol style="list-style-type: none"> 1. Effectiveness of curriculum launch measured by teacher conversation, feedback, reflection and teacher work products 2. Review of agenda sign-in sheet and completed pacing calendars by school leaders 	

3. School leaders review weekly calendars and lesson plans during informal and formal observations
4. Using protocols to evaluate students work to track progress and gaps in student learning during weekly grade meeting and collaborative inquiry on a weekly basis
5. Using curriculum maps and student work product and develop appropriate intervention and enrichment activities and identify ways that the curriculum can be supplemented in order to promote achievement for all learners

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

1. September 2013 to June 2014

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

1. Read 180 consultant 3 days (1 day PD, 2 in classroom support days)
2. Saturday Academy 6 teachers x 4 weeks x 2.5 hours
3. Saturday school materials for ELA and math
4. Supervisor per session for 16 hours total
5. Team leaders and outside consultants

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.

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	x	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).

Student Progress 24.2 out of 60					
Review Type:	Progress Report	Year:	2012-2013	Page Number:	1
		HEDI Rating:	n/a		

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.

	4.2 Instructional practices and strategies	4.3 Comprehensive plans for teaching
X	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.

By June 2014 to increase from 24.2% to 30.0% for student progress on the annual progress report which include SWD's, Hispanic and Economincally disadvantaged

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. ELA academic intervention programs to include: Wilson, Choice Books, Read 180, System 44
2. Math academic intervention programs to include; XL on line program, one to one focused on basic skills

3. Saturday school programs targeting areas of need in both Math and ELA
4. Morning school programs to enhance vocabulary across content areas
B. Key personnel and other resources used to implement each strategy/activity
5. Administration, teachers, parents
6. Administration, teachers, parents
7. Administration, teachers, parents
8. Administration, teachers, parents
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Increased reading and comprehension levels, progress on interim assessments
2. Progress on units assessments, interim assessments
3. Progress on state examinations and increase in proficiency levels
4. Increased use of vocabulary in essays and constructed responses
D. Timeline for implementation and completion including start and end dates
1. October 2013 thru June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ul style="list-style-type: none"> • Provide various forms of professional development to analyze data • Provide professional developments for staff around increasing rigor in the classrooms • Provide professional development for staff in the use of data and the use of protocols to analyze students work during Data Inquiry • Review and make adjustment on curriculum based on student needs • Wilson training • Resources for Saturday school –Engage NY and IReady, Triumph Learning supporting materials • Math materials for morning school-Crosswalk Coach, Triumph Learning supporting materials

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	X	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.

X	PF AIS	X	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 #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).

However, the analysis of student data does not fully include information for English language learners and Individual Education Plans (IEP) for students with disabilities when planning lessons thus, teachers have not yet maximized their professional knowledge to adjust the learning for all students.

Review Type:	QR	Year:	2012-2013	Page Number:	5	HEDI Rating:	D
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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		5.3 Vision for social and emotional developmental health
	5.4 Safety	x	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.
 By June 2014 100% of the teachers who service students with disabilities and ELL students will receive a minimum of three hours of training to understand how to modify

lesson plans and assessments to meet the requirements of students Individual Education Plan (IEP)

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. Using SESIS
2. Revision of lesson plans, exit slips and assessments
3. Increasing the use of technology in classrooms
4. Increasing hands on activities in classrooms
5. Students access to varied texts
6. On line programs
7. Observations conducted by TIF ambassadors
8. One on one teacher mentoring and training

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

1. Access to SESIS
2. Modified lesson plans and assessments
3. Smart boards, Document cameras, I pads (6th grade only)
4. Manipulatives in the math classroom
5. Varied text in ELA, SS and Science classrooms
6. Laptops with headsets
7. Ambassador from TIF (Teacher Incentive Fund)
8. Funding for per session to allow opportunities for Professional Development

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

1. Teachers utilizing SESIS to read students' IEP's to modify lesson plans
2. Varied questioning, exit slips and assessments are given to students
3. Teachers using increased visual aids
4. Students using manipulatives in the math classrooms
5. Students reading books of interest on their levels
6. Students using on line programs/tutorials as additional resources
7. Teachers receiving feedback and next steps from the TIF ambassador
8. Teachers' attendance at after school professional development sessions

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

1. Implementation to begin December 2013
2. Completion in June 2014

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

1. Leveled books for all ELA classrooms
2. Access Code used in the special education classrooms
3. Lightsail- I pads purchased for low level readers
4. Achieve 3000 EScience on line program
5. Choice Books/Whole class novels
6. Software/free on line reading sources
7. Time set aside during the school day for teachers to meet with TIF ambassadors
8. Opportunities to afford teachers to leave early/travel time to attend professional workshops outside of the school building

Budget and Resource Alignment

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

	PF Set Aside	x	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	x	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).

However, structures to keep all parents informed of progress being made with school-wide goals are not yet fully in effect. This lessens opportunities for parents to have input and provide feedback to make needed adjustments and leverage changes for continued improvement and growth.

Review Type:	QR	Year:	2012-13	Page Number:	6	HEDI Rating:	D
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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	x	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.

By June 2014 a minimum of bi-monthly meetings will be allotted for staff and parents to review the progress of the school goals

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. Identifying the needs of the school
2. Analyzing the QR, Progress Report and Learning Environment Survey
3. Calendar dates for meetings
4. Agenda for each meeting
5. Creating goals for SCEP

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

1. Parents, teachers and administration discuss the needs of the school
2. Parents, teachers and administration review the QR, Progress Report and Learning Environment Survey to understand the data and findings
3. Parents, teachers and administration
4. Parents, teachers and administration creating focused agendas
5. Parents, teachers and administration creating and agreeing upon the school goals

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

1. School wide goals that are shared with students, parents, staff
2. Teacher observations with actionable feedback to improve teacher practice
3. Yearlong assessment calendar
4. Agendas focused on reviewing goals and data
5. Progress towards meeting the goals discussed and revised when needed

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

1. December 2013-June 2014

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

1. Purchase renewal license of the auto messenger system to reach out to parents
2. Refreshments for parent meetings using

- 3. Once monthly during SLT meetings
- 4. Once monthly during SLT meetings
- 5. Bi monthly during specified times

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	x	Tax Levy	x	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

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	<p>In our school, the SETTS teacher, lead teachers, other providers and classroom teachers provide students who need additional support in ELA. Choice Books, Lightsail, Word Generation and DORA are being used in the school. Students are taught to use graphic organizers to scaffold their writing. The writing continuum is used to help students improve in their writing. Staff supports students by conducting small group instruction in the classroom so that they can support students with comprehension during the reading block. A variety of informational and literary texts are used to support student learning. During the Extended day, various skill books are used with the students. Wilson Foundation program is used to provide students with basic skills</p>	<p>Students who need additional support are provided with small group instruction inside the classroom during the literacy block. This is done in small groups and in some cases one-to-one. Some teachers are using their professional periods to provided One-on-one or small group instruction to students. Tier 1 students are also pulled out of various classes for 1 period weekly for small group instruction</p>	<p>Before, during and Saturday school</p>
Mathematics	<p>To support our students, math instruction is tiered at various levels. Our AIS students are given more manipulatives .- and the use of technology to assist them . Math skill books are used during the extended day. Students are grouped based on data and support is given to students by</p>	<p>Students who need additional support are provided with small group instruction inside the classroom during the math block. This is done in small groups and in some cases one-to-one. Some teachers are using their professional periods to provided One-on-one or</p>	<p>Before, during and Saturday school</p>

	way of one-on- one instruction in the classroom, or through a pull out program.	small group instruction to students. Tier 1 students are also pulled during select classes for 1 period a day for small group instruction	
Science	EAchieve (Science) o n line program assist students with virtual labs	Students who need additional support are provided with small group instruction inside the classroom during the science instruction. This is done in small groups and in some cases one-to-one. Some teachers are using their professional periods to provided One-on-one or small group instruction to students.	During school
Social Studies	Technology based lessons	Students who need additional support are provided with small group instruction inside the classroom during the science instruction. This is done in small groups and in some cases one-to-one. Some teachers are using their professional periods to provided One-on-one or small group instruction to students.	During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance counselors provide at-risk and mandated counseling services to our students. They hold individual and group sessions that target social and behavioral goals. In addition, they participate in the Pupil Personnel Team and Academic Intervention team to provide input for students who are at the greatest risk of not meeting standards. They help set goals and monitor progress	Small group One to one	During school

	<p>of these children. The school psychologist conducts classroom observations for any student who is at risk of being referred for special education and provides preventive services to the students as a way of avoiding a referral. The school psychologist also participates in the Pupil Personnel Team to provide strategies for students who The Social Worker conducts classroom observations for any student who is at risk of being referred for special education and provides preventive services to the students as a way of avoiding a referral. The Social Worker also participates in the Pupil Personnel Team to provide strategies for students who are at great risk of not meeting standards due to behavioral or social issues. In addition, she helps set goals and monitors progress for these children and is the link between the school and home. The nurse and health care personnel provide mandated students with the required services. They regularly monitor progress and keep families, teachers and administrators informed</p>		
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**Title I Information Page (TIP)
For School Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed*.
6. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
7. 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.

Resumes for staff are carefully scrutinized by the principal and the hiring committee. Upon consensus, prospective staff members are invited for an interview. For classroom teachers, they are asked to conduct a demonstration lesson. For such positions as psychologist and social workers, district supervisors are asked to attend the interview. The committee makes recommendation for hiring and the principal makes the final decision on whether to hire a staff member or not. Persons are recruited during job fairs, the Open Market or upon recommendation by other professionals. During the recruitment process and prior to the commencement of employment, certification credentials are verified. Teachers' assignments are based on their qualification.

Professional Development is offered to the staff that comes to the school. Staff members are also sent on professional development provided by the DOE and the Network Staff. This information is then turn keyed within the grades. Administrative staff takes part of workshops given by the Leadership Academy and our CFN. All information is facilitated to all staff members during monthly Faculty and Grade Conferences. Our CFN provides ongoing professional development for staff both onsite and offsite, during the school day and after school. There is intra and inter visitation by staff to observe best practices. Staff also attends conferences offered by TIF and Urban Advantage. The administrative staff also provides support by modeling for staff members.

Consultants, such as the AUSSIE are invited to the school to provide differentiated professional development for staff. The data specialist and the lead teachers conduct best teaching practices for staff. All new staff members are mentored by seasoned professionals

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).

This is the fourth year that our school is implementing the CCLS. Units of studies and curriculum maps were developed that are aligned to the CCLS. At the beginning of the school year, staff members were given professional development around these documents. During common planning teachers meet in content areas by themselves or with administrators and/or with lead teachers to plan these lessons for students. Teachers set personal goals around pedagogy and based on their needs, professional development would be planned for these staff members. As administrators conduct the cycles of observation and noticed trends for improvement, professional development sessions would be planned at the school level, by the network and by the DOE staff.

Curriculum materials will be reviewed monthly and based on data if need be, adjustments would be made to the curriculum. Grades 6-8 teachers studied the item analysis from the last NYS tests and we have identified areas of need- standards that the school is doing poorly in both in Math and ELA. Professionals developments session will be planned with these critical areas in mind, so that teachers can developed the skills to roll out standard based instruction with our students.

We will be work with ambassadors from TIF to provide professional development in areas of English Language learning and SWD's for the staff.

Teachers meet in teams on Wednesday mornings (Data Inquiry) to look at students work, set goals and develop strategies for

students. The IEP coordinator and administrative staff also meet with paraprofessionals to discuss how they can support the teachers with delivering standards based instruction. Paraprofessionals are also part of the curriculum planning team. Administrators attend workshops are the standards and curriculum material planned by network staff, CSA and the Leadership Academy.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

As a Title 1 School-wide Program School, Conceptual Consolidation will allow us to combine Federal and Local funds such as, Fair Student Funding, STH, Title 1 and Title 111 to implement action plan from 9/13 to 6/14.

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.

Committee members comprised of 8 staff members reviewed and selected the assessments for the school year. This information was discussed with staff members at the September faculty conference. During the IPC with the administrators, assessments specific to individual staff member were discussed and the impact that these assessments would have on the teacher's evaluation. All staff members are mandated to have data binders and individual conferences are planned in January for staff. At these conferences, baseline data will be discussed and targets will be set for students. Assessments results will be continuously reviewed by administrators and staff and instruction and curriculum adjustment would be made so that the varied needs of all students would be met.

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).

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 16	Borough Brooklyn	School Number 057
School Name Ron Brown 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 Celeste Douglas-Wheeler	Assistant Principal Dewana Daidis
Coach 0	Coach 0
ESL Teacher 0	Guidance Counselor 0
Teacher/Subject Area Francesca Freeman-Lujan/ELA	Parent Leon Bowers
Teacher/Subject Area Oswald Sutherland/Math	Parent Coordinator Sophia Williams
Related Service Provider Diana Fuller	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.	0	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	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)	225	Total number of ELLs	11	ELLs as share of total student population (%)	4.89%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	0					0
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	2

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										0
Dual Language										0
ESL	6			3			2		1	11
Total	6	0	0	3	0	0	2	0	1	11

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
SELECT ONE							0	0	0					0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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	EL	EP																
SELECT ONE													0		0		0		0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)								2	1					3

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)							2	2	1					5
Advanced (A)								1	1					2
Total	0	0	0	0	0	0	2	5	3	0	0	0	0	10

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		1		1		3
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)								
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.
ESLs are provided with various formal and informal assessments. Our school uses DRP, and DORA to assess the literacy and comprehension skills of our ESLs.
 - Assessment is carried out in a variety of ways: teacher observation, conferencing with the student, articulation with ESLs' teachers, interim assessment testing, initial LAB-R, yearly NYSESLAT administration.
 - All ESLs, other than those here for less than a year, are now required to take the ELA exam.
 - Some ESLs must take all other content area state mandated exams: Math, Science
 - The data provides information about ESLs' English proficiency levels.
 - This information helps inform our school's instructional plan. Teachers modify their teaching plans to meet ESLs' needs.
 - Our ELA and Math AIS programs are offered specifically to ESLs. With team teaching support the ESLs become more literate and their English language proficiency levels are improved.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The information about ESLs' weakness and strengths in English language proficiency is revealed by the data patterns across proficiency levels on the LAB-R and NYSESLAT
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 [AMA tool](#))
Patterns across NYSESLAT modalities will affect instructional decisions. 80% ESLs do not pass LAB-R or NYSESLAT because of poor reading and writing. Classroom teachers must use various effective teaching strategies to design teaching and writing skills. N/A for the other questions because we did not get NYSESLAT Modality Analysis.
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?

The patterns across proficiency and grades are the following:
Speaking. Listening and Reading is fair. There are deficiencies in writing, worse.

 - The conversational component is proficient compared to the academics.
 - School success depends on the development of the academic language. ESLs are faring in tests in English as compared to the native language if traditional ESL programs have often focused on helping ESLs develop academic language through content areas learning.
 - b.
 - The school leadership and teachers are using the results of the ELL Periodic Assessment by providing additional support during the school day.
 - Within the school day, ESLs receive services in small group settings to increase literacy skills.
 - c.
 - The school learning about ESLs from the Periodic Assessment is that limited-formal schooling ESLs and long term English learners appear to have conversational proficiency but lack academic proficiency.
 - There is a need for social and academic language development in both the native language and English through experiences that develop language skills.
 - The native language is used in evaluating prior schooling and native language proficiency as well as English proficiency. Although it may be a challenge for our school to find ways to evaluate ESLs' literacy skills in their native languages, that information is crucial because native language literacy and content knowledge are strong predictors of academic success in English.

Paste response to questions here: e to questions here:
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?
In our school, English is our ESLs' second language. The ESL program offered at our school is aligned with parent requests.

The core literacy instruction builds on and expands ESLs' existing oral language competencies to support literacy- learning and content knowledge.

We help our ESLs acquire the academic writing skills they need in the content area. Quality writing instruction during the classroom literacy core is sustained and extended, so that it is continuously linked to oral language and reading instruction.

We develop word reading and spelling skills in context. We design phonemic awareness and phonics instructions for ESLs to promote ESLs' phonemic awareness and develop phonics skills.

We provide instruction that enhances ESLs' reading comprehension through building background knowledge, highlighting key vocabulary, and interacting socially to make meaning.

ESLs' home and community literacy practices and funds knowledge are valued as resources for literacy learning in our school. Knowledge of what literacy-related skills and experiences ESLs have in their home language allows the ESL teacher to build on ESLs' strengths and needs, promote metalinguistic awareness, and encourage this type of language and knowledge bootstrapping.

8. Describe how you evaluate the success of your program for ELLs (e.g. meeting AYP for ELLs, etc.).

- The success of ESL program for ESLs is that ESLs' both conversational proficiency and academic proficiency are greatly improved
- Within English language academic program, ESLs need to gain knowledge and experience in areas that are likely to lead to academic success.
- In order to succeed in ESL program, using versions of the language experience approach, we begin where each ESLs is. By involving ESLs in a literature-based curriculum, we use the power of language to heighten awareness and fully engage the mind. By these means, the reading and writing connection can be more fully realized. Motivation and guidance is provided through a workshop approach to writing in which the ESLs can take full advantage of the classroom community they and the teacher have established.

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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
see above

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)
Upon registration the parents complete the HLIS forms with administering the HLIS which includes the informal oral interview in English and in the native language. For all admits, eligibility for LAB-R testing, done only once during the student's school year is based on the responses to the Home Language Survey. As new students register throughout the school year, the same process and criteria are used. ELLs in our school are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). Those who test out are deemed P(Proficient).
 - 1a.
 - We administer the HLIS and conduct an oral interview with both students and parents to determine the languages with the HLIS are completed.
 - The interview along with the HLIS are completed with parents using the parents' native language. In the event that the school does not have an interview, we will conduct the DOE Translation Unit.
 - Our non-pedagogues trained in the intake process determines the students' home language based on the assessment of the HLIS and interview. Once the student's home language is determined to the language other than English, the student is given the LAB-R

by an ESL teacher.

- Students who scored below the LAB-R out-off scores are entitled for ESL services. Entitled Spanish speaking students are also administered the Spanish LAB.
 - The parents of all entitled students are invited to a parent orientation.
 - The entire process is completed within the first 10 days of student enrolment.
 - All entitled students are assessed with the NYSELAT in the spring.
- 1b.

• The assistant principal is currently responsible for administering the LAB-R and NYSELAT to all students

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.

Our school's written translation and oral interpretation are used to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL).

- All parents are provided with appropriate forms they can understand.
- The written translation needs of the school are the following:

a. Home Language Surveys

b. Parent Survey and Program Selection Form

c. Translated parent notices from our school the DOE

- The oral interpretation needs are the following:

a. Oral translation at the orientation session of the parents of newly arrived bilingual students.

b. Oral translation for interviewing parents

c. Oral interpretation when principal, guidance counselors, teachers have a conference with parents

d. Use of translators to make phone calls to parents when it is necessary

- During the parent orientation, the video is presented to parents informing them of the three available in NYC public schools: Free Standing ESL, Transitional Bilingual, and Dual Language.

- This session is conducted by the Assistant principal along with a non-pedagogue assistant staff and the parent coordinator.

- This team assist with translation and interpretation.

- A copy of the NYC guides for parents of ESLs describing the three programs is handed to parents at the orientation in their native language.

- We will give the Parent Survey and Program Selection forms to all participants to make inform decision about the preferred program for their children.

- The school informs parents of the requirements for TBE program formation that is a minimum of 15 students in two contiguous grades speaking the same language whose parents chose such program. Our school does not have the warranted number of the students to form a bilingual program, the school informs parents of sites within the district where bilingual programs are offered.

- Parents either accept to transfer their children to another school with such program, or reject the transfer and opt to have their children participate in the school's ESL program.

- Students are then placed in their parents' preferred program within their first 10 days of enrollment.

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](#)].)

arents of ELLs are notified in the languages they understand of Parent Survey Program Selection forms, and entitlement letters.

- All of these forms are printed in all the necessary languages applicable to our school so that parents can more readily understand and make informed choices.

- To further facilitate parental enrollment and understanding all of these forms to parents are translated. If Parent Survey and Program Selection forms are not returned, translators on our staff are provided to facilitate meaningful communication between parents and administration/staff.

- At the Parent Orientation, we discuss standards, assessments, school expectations, community resources as well as program choices. This helps parents of ELLs to become active knowledgeable members of our school learning community..

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.

Performance levels on the LAB-R determine ELLs' entitlement.

- The new students who are entitled are tested with LAB-R and/or Spanish and placed in ESL program at our school.

- Those students who have already been NYSESLAT tested last spring and scored on the B (Beginning), I (Intermediate) or A (Advanced) levels continue participating in SSL instructional program.
- Our school strives to strengthen the home school relationship, increase parental participation in school activities and involve parents in the educational process. A school walk-through with translators is provided to inform ESL students and their parents about the school ESL program, school environment, and expectations.

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.

The NYSESLAT is designed to annually assess the English proficiency of all English language learners enrolled in Grades K - 12 in New York State schools. The test will feature greater emphasis on academic and classroom contexts and new items that address the common Core shift to reading for information. Changes have been made to the procedures for scoring the Speaking and Writing subtests.

- 1) All school personnel who will be involved in administering any session of the NYSESLAT, or in overseeing the administration and scoring of the NYSESLAT, must be provided and read a copy of the entire manual.
- 2) The administrators must obtain answer sheets and scanning services from New York City scanning center. The answer sheets will be used to record student responses for all questions in the listening and reading subtests and multiple-choice questions in the writing subtest. For the writing and Speaking subtests, the answer sheets provide fields in which raters will record student scores on open-ended questions.
- 3) The administrators must pay attention to receive the test materials on time and remember the Administration Schedule.
- 4) The Speaking subtest must be administered to students individually at a location separate from other students. The listening, Reading, and Writing subtests must be administered to groups of students.
- 5) All ESLs with disabilities identified by the Committee on Special Education must participate in the NYSESLAT. The administrators determine which NYSESLAT grade-level assessment to administer to students with disabilities who, according to their IEP. In general, students with disabilities must be provided with the testing accommodations specified in their IEP or 504 Plans when taking these tests.
- 6) The person responsible for administering the NYSESLAT must have special training in administering the NYSESLAT.
- 7) Inform ESLs about the NYSESLAT a few days before its administration. ESLs are told about that the test is designed to show how well they can listen to, read, write, and speak the English language. Announcements are made in such a way as to increase the students' interest in the test and at the same time not cause to become overly concerned. Explain the general types of questions they should expect to see on the test and the procedures they should follow in recording their answers.
- 8) Parents / guardians are also informed of the dates of the testing and the purpose of the test and notified of the prohibition all phones and other devices during testing. They encourage their students to do their best and ensure that their students are rested on the dates of testing.
- 9) The administrators should prepare the answer sheets and the testing room before the days that the NYSESLAT is to be administered.
- 10) Prior to the start of each session of the NYSESLAT, test administrators must provide the directions to students.
- 11) The administrators plan to administer the test at a later date to all students who are absent when the test is initially given.
- 12) All of the student responses to the constructed questions are to be by committees of teachers.

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. 

The trend in program choices that parents have requested is that 95% of parents have chosen ESL services rather than bilingual or Dual Language. They want immerse their children in the new language -English along with support of ESL service which they feel helps their children learn English faster. The minority of native Spanish speaking parents request bilingual and/or Dual language . parents who are native speakers of other language predominantly select ESL.. The ESL program offered at our school is aligned with parent requests. The few parents who request programs not available at our school are offered transfer options.

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])?
 - a. The organizational model is that our school provides ESL service to our ELLs through push-in and pull-out programs.
 - b. The program models are Block (Class travels together as a group) and Ungraded (All students regardless of grade are in one class).
 - c. The ESLs are grouped homogeneously or heterogeneously as the situation demands.
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)?
 - a. The instruction and distribution of time is in accordance with part 154. Our B (Beginning) and I (Intermediate) level students receive 2 units (360 minutes) of ESL per week. Our A (Advanced) level students receive 1 ESL unit (180 minutes) and 1 ELA unit per 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.
 - a. Content Areas Instruction
 - The ESL teacher plans for the development of both social and academic language skills. The ESL teacher also demonstrate knowledge about:
 - 1) Current scientifically based research in the fields of ESL and Cognitive Theory.
 - 2) Providing academic intervention for ESLs who have the English language deficiency, or low academic proficiency.
 - 3) Differentiating ESL instructions to align with ESLs' prior knowledge and their needs.
 - The ESL teacher develops English language and cognitive skills through content topics and themes.
 - Content area instructions are designed to mediate the ESLs' learning of various proficiency classifications: new comers, long-term ESL beginners, intermediate and advanced proficiency levels.
 - The ESL teacher's lesson plans are aligned to meet NYC and NYS ESL Standards which there is differentiation for the needs of ESLs in our school.
 - Ongoing assessment strategies are used to determine movement towards NYC and NYS content area standards.
 - Instruction of our ESLs is explicit, direct and systematic, emphasizing construction of meaning, problem-solving critical thinking and vocabulary development in the content area.
 - b. Alignment of the ESL standards with the ELA standards
 - English language instruction is aligned to ESL standards and ELA standards.
 - The ESL teacher scaffolds instruction to support ESLs' participation in content area learning.
 - The ESL teacher uses visual and/or manipulative to promote ESLs' understanding of the main academic content.
 - The ESL teacher models the use of the English language in ways in which the ESLs are expected to participate.
 - During the instruction, the ESL teacher uses the cultures of the ESLs to connect prior knowledge with new language.
 - Teaching materials include a wide range of print, visual, and digital resources designed for the ESLs' English language and academic language proficiency.
 - English language functions and structure are taught within the content of lessons.
 - c. Methods and Strategies
 - The ESL teacher speaks slower, models language and questions they ask themselves as they read aloud, speak aloud their thinking process to answer questions and how to find needed information, become aware of cultural differences, gain expertise knowing and implementing ELA and ESL standards, promote social interaction among all ESLs.
 - The strategies employed by ESL teacher include those highlighted in QTELC (Quality Teaching for ELLs) which focus on scaffolding. This strategy covers a wide range of techniques that includes modeling, bridging, contextualizing, schema building, text representation, and metacognitive development.
 - These strategies are used along with cooperative learning, phonics awareness, and independent reading and writing.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We ensure that ELLS are appropriately evaluated in their native language by modifying math, social studies and science exams and providing them with dual books for state testing that is in their language

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

One way to manage such language assessment and make evaluation an integral part of the classroom environment is to use portfolios to gather ESLs' work, performance checklists, and other data.

1) portfolios are individual collections of representative student work compiled over time.

2)Portfolios may contain exemplary pieces of work and work in progress.

3)Portfolios may also contain the teacher's observations and student self evaluations. They may contain performance checklists in all skill areas, preparation notes for writing and discussion (graphic organizers, brainstorming devices, and the like),materials that the the student has read , summaries, illustrations, conferencing forms, Writing samples of various kinds, reading logs, performance logs, error analyses, oral production samples, journal entries, anecdotal notes based on teacher observation, student learning jounals, questionnaires, videotaped performances,and so forth.

4)Portfolios may be used in the classroom for the same three purposes of testing: placement, replacement, assuming that the students have already been placed initially; diagnosis; and informally measuring achievement.

5) As assessment instruments, portfolios can be instructive as well as evaluative, and they allow students , teachers, adminitrators, and parents to see the progress that has been made over time.

6. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

c. Describe your plan for ELLs receiving service 4 to 6 years.

d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

- The ESL teacher must help them build self-confidence and pride in themselves, their culture, and their language.

- The ESL teacher enriches the context by drawing on students' interests and background knowledge.

- The ESL teacher uses a number of techniques to make the English instruction comprehensible, including hands-on activities, visuals and regalia.

1) Manipulative, miniature objects, regalia.

2) Visual (photos, pictures and drawings)

3) Facial expression and pantomime

4) Clear expression and articulation

5) Short, simple sentences

6) Eye contact with students

7) High-frequency vocabulary

8) More description through synonyms

9) Prior content introduction (preview)

10) Reduction of idiomatic expressions

- In order to accelerate the content-area learning for ESLs who have had an interruption in formal education our ESL program runs at extended time in the morning.

- In order to enhance literacy development for our SIFE students, ESL strategies and/or native language instruction are utilized, So that their academic performance improves.

- The ESL teacher applies stage of language acquisition, teaching practice in order to focus on phonics awareness, word families, word and sentence building and integrated area teaching and learning.

- The ESL teacher modifies ESL teaching plans and makes curricular adaptations to teach SIFE students.

- The ESL teacher focuses on word recognition developing vocabulary, reading comprehension, oral expression, daily writing and integrated content area learning to transfer one level to the next.

b.

- The ESL teacher uses scaffolding strategies and Balanced Literacy Reading strategies to develop ESLs' English language skills.
- The ESL teacher meets with math teachers and literacy teachers on a regular basis to review ESLs' work as well as to plan the next phase of ESL instruction.

- The ESL teacher designs learning activities that actively engage ESLs in ESL learning activities that build critical thinking skills.

- The ESLs are required to write on daily basis across all subjects, using a variety written forms including retelling, paragraphs, summaries, stories, journals, brief reports, picture descriptions, charts and other graphs for math, social studies, and science information and explanation.

c.

- ELA and ESL teachers collaborate on lesson-planning and instruction that are designed to amplify ESLs' knowledge in content area reading strategies, identifying text structures, content-area vocabulary, literary elements, and text-taking strategies in preparation for the ELA exam.

- Instruction also focuses on the writing process in different genres, as well as the mechanics of writing and grammar conventions.

- Recognizing the importance and effectiveness of instruction through technology, the advanced ESLs are enrolled in a reading intervention software program that is supplemented by classroom instruction in ELA.

- The math instruction is delivered by a math teacher and an ESL teacher at the Block Time. ESLs acquire knowledge and reinforcement of math skills. Instruction is clear and explicit. Demonstration of the topic under consideration is employed through the use of the blackboard, charts, overhead project, computer and manipulative. Test preparation will be a part of ESL program as well, to prepare ESLs who are now required to take the standardized NYS Math exams.

d.

- There are no long-term ESLs in our school. If there are long-term ESLs, the ESLs are required to participate in a program that is aligned with mandated ESL and content learning standards and the core curriculum.

- The long-term ESLs must participate in instructions that are aligned with both ESL standards and ELA standards.

- The long-term ESLs participate in the Balanced Literacy program. This program assists the ESLs in developing their English language skills and reading comprehension.

- Teachers work collaboratively to evaluate ESLs' work and use data to ascertain the English language and cognitive demands of tasks aligned to NYC and NYS standards so that the long-term ESLs can demonstrate their learning through measurable products development, demonstrations, and exhibits.

e.

- The ESL teacher modifies ESL lesson plans and make curricular adaptations to teach those ESLs who struggle to understand the basic concept.

- Providing teacher-direction

- Offering manipulative (flashcards, out of sequence sentence strips)

- Color-code elements (parts of speech, figurative language, quotes, and evidence in text)

- Providing definitions/vocabulary/word bank

- Providing a model of the type of writing expected (persuasive essay, memoir, comparison/contrast essay, a critical lens essay, a book review, an editorial, etc. for up graders)

- Guiding with questions

- Providing sentences starters to help structure their writing

- Providing cloze passages (with or without word tanks)

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?

. Our teachers engage ESL-SWDs in content learning activities to develop academic concepts. We draw on their background experiences, their culture, and their languages. Our teachers use scaffolding strategies to provide content instruction to build students' academic proficiency.

In the areas of the curriculum, the focus of planning and programming is often on the subject content. We determine the resources and teaching materials according to ESL-SWDs' levels. We often consider how to select and focus on English in all curriculum areas with the aim of developing ESL-SWDs' language proficiency and academic achievements.

c. We deal with universal topics so that all ESL-SWDs can be involved. Lessons and activities can be adjusted to different levels of English language proficiency.

d. The materials that are used include grade-level content area text books, informational texts, limited choice books, in addition to Read 180 and System 44 reading intervention program

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?

b. The ESL teacher uses Push-in teaching during content instruction in collaboration with regular classroom teachers to provide

language acquisition and vocabulary support while retaining content instruction time.

c. In order to serve our ESL-SWDs the ESL teacher uses differentiated teaching strategies and ESL methodology to provide academic subject instruction in English. The ESL teacher assists our ESL-SWDs to achieve the state designated level of English proficiency for their grade, and helps these students meet or exceed the common Core Standards.

d. Our school uses constructs of effective instructions: challenge, involvement, success, scaffolding/feedback, collaborative teaching for second-language acquisition/sheltered English, and respect for cultural diversity.

e. Our school challenges students academically, challenge them to think, learn, and engage intellectually. Our school addresses both meaning and skills, promote both high level thinking and appropriate drill and practice, and Provide complementary protocols of student-teacher centeredness. Our school achieves continuity in curriculum and instruction as students move from primary to middle to upper grades and from different language to English language arts. The school builds upon and makes explicit the connections between students' existing knowledge, skills, and experiences and academic curriculum to be learned (including literacy, language, and content). The school provides ESL program, reading and extended time, afternooon program, and Saturday program to meet the diverse needs of ESL-SWDs.

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.

We implement the Pull-out and Push in models. The ESL teacher uses Pull-out model and brings the SES-SWDs together with general education ESL students from various class for English acquisition focused instruction. The ESL teacher plans lessons carefully with general education teachers to ensure curricular alignment.

- b. The ESL teacher uses Push-in teaching during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time.
- c. In order to serve our ESL-SWDs the ESL teacher uses differentiated teaching strategies and ESL methodology to provide academic subject instruction in English. The ESL teacher assists our ESL-SWDs to achieve the state designated level of English proficiency for their grade, and helps these students meet or exceed the common Core Standards.
- d. Our school uses constructs of effective instructions: challenge, involvement, success, scaffolding/feedback, collaborative teaching for second-language acquisition/sheltered English, and respect for cultural diversity.
- e. Our school challenges students academically, challenge them to think, learn, and engage intellectually. Our school addresses both meaning and skills, promote both high level thinking and appropriate drill and practice, and Provide complementary portions of student-teacher centeredness. Our school achieves continuity in curriculum and instruction as students move from primary to middle to upper grades and from different language to English language arts. The school builds upon and makes explicit the connections between students' existing knowledge, skills, and experiences and academic curriculum to be learned (including literacy, language, and content). The school provides ESL program, reading and extended time, afternoon program, and Saturday program to meet the diverse needs of ESL-SWDs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

1) The ESL teacher delivers content knowledge in a way that both language and academic proficiency to be nourished. In this instruction, academic content is taught to ESLs by using techniques such as speaking slowly, using visual aids and manipulatives, and avoiding the use of idioms to ensure they are meeting NYS and NYC Standards.

2) The ESL teacher encourages reading and celebrates accomplishment of reading many books or other written material over time so that ESLs' speaking fluency, language acquisition, vocabulary expansion, general knowledge, and specific content knowledge are increased. Also, understanding of concepts is developed.

3) The ESL teacher will do the following:

- Provide a wide variety of reading materials based on Common Core Standards.
- provide adequate time of sustained reading with no other obligations, including writing and sharing.
- Allow ESLs self-selecting of reading materials by interesting level.
- Provide opportunities to pursue a favorite author, genre, or area of interest.
- Allow ESLs to take books and materials home for reading.

4. The ESL teacher will provide opportunities for retelling stories to improve writing. Writing for others can be motivating, reinforces existing, helping form a sense of a community of learners, and introduces as having a purpose and benefit for others.

- Sending invitations to classmates and others, notes to relatives, and postcards home to describe accomplishments.
 - Color coding for multiple authors, feedback to peers with sticky notes, and highlighting favorite parts of a writing buddy's first draft.
 - Create class journal that everyone helps complete at the end of the day or week.
5. Set up e-mail pen and e-mailing parents and students.

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

The ESL teacher will analyze the data and provide opportunities for improving reading and writing skills of the ESLs. For the upcoming school year ESLs will write a variety of topics for improving reading and writing skills.

Our ESLs will discover more effective writing techniques with guidance of the ESL teacher and classroom teachers. Writing topics are student-controlled. Writing will be reviewed as a collaborative, social process. ESLs will assist one another in composing texts. Grammar will be taught in the context of writing for ESLs' communication. Feedback will be given throughout the writing process.

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

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

your building.

The ESLs are offered equal access to all school program including extended day. ESLs participate in afterschool program, and in extended time program. Parents of ESLs are informed of these programs in their languages.

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

There are leveled libraries in each ELA classroom. The school provides ESLs with CMP3 Math XL program, Read 180, limited choice books and various materials and special resources that are needed. The ESLs use utilize technical, digital proficiency including, but not limited to maintenance of an electronic portofolio and learning log, research on the internet use programs in computer and the continued use of the computer.

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

1) In the ESL classroom the ESL teacher adds ESLs native languages and cultures to the school curriculum, encourages parents of all groups to become involved in the school, using transformative models of teaching, and adopting types of assessment that show what ESLs can do.

2) The ESL teacher finds out about the schooling of parents and siblings to determine the kinds of support ESLs can be received at home.

3) The ESL teacher allows ESLs to read their native languages. Reading in native Language develops the academic register of ESLs first Language that reinforces English acquisition.

4) An important strategy for drawing on ESLs' native languages and teaching academic content Preview/View/Review. Key concepts are introduced by the ESL teacher or parents in the students' native languages (preview). Then ESLs are given opportunities to work with those concepts in English (view). The ESL teacher uses a number of techniques to make the English instruction comprehensible, including hands-on activities, visuals, and realia. Finally, ESLs are allowed to review the concepts in their native language to clarify, summarize, and ask questions (review).

5) The ESLs will actively participate in cultural celebrations in our school. Lessons will be conducted to build knowledge about cultural awareness and help ESLs gain a better understanding of the different culture

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

For Upper grade

a. Laptops for completing required work and web links for useful ESL supports in addition to visuals

b. Computer Network

Computer network can provide an important means for communicating with fellow ESLs in English. Their electronic discussions allow them to initiate and extend their discussions about whatever it is that they happen to be studying or doing as a result of assigned work.

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.

When the child arrives...the first few days

1) Take the time to show the child around the school, so that he or she will know where the places like the toilets, tuckshop, and library are.

2) Establish a buddy system.

3) Use an interpreter or another child to make sure the new arrival knows and understands regular classroom routines.

4) Teach some basic survival language.

5) Discover how much English the new arrival has.

6) Allow the new arrival the right to remain silent.

Providing support in the classroom

1) At times let pairs of children develop and teach mini lessons to the new arrival.

2) Create opportunities for the new arrival to participate in classroom situations which do not require language.

3) Involve the new arrival in lots of opportunities to listen to English and interact with peers in a small group.

5) Use picture talks.

6) Provide activities which use skills that require understanding rather than the productive skills of speaking or writing.

7) Provide a variety of activities where the child can work with others in less structured situations.

8) Recall events orally, especially excursions in which the new arrival has taken part, using drawings, photographs, objects collected or tapes.

9) Use 'Written conversations' The child begins by writing briefly about anything he or she wishes and the teacher writes the response, where possible using this to model the correct forms of any words or structures which have been used incorrectly. The

child responds in return.

Building on literacy skills

- 1) Allow the child to write in the first language.
- 2) Encourage the new arrival to continue to read regularly in the mother tongue.
- 3) Provide a bilingual dictionary or encourage the child to obtain one.

Getting settled

- 1) Allow the child many opportunities to do what he or she is best at.
- 2) Pace the activities during the day so that the child does not become exhausted.
- 3) Set up situations where the new arrival is expert.
- 4) Praise all success and share all achievements with the child's parents.
- 5) Give the new arrival opportunities to hear and practise social language, such as asking for something, asking someone to do something, saying thank you and expressing disagreement politely.
- 6) Make the child feel a useful member of the class.

Activities

- 1) Give instructions clearly and precisely.
- 2) Use open-ended questions so that the child is able to respond at his or her own level.
- 3) Use visual aids such as diagrams, maps, videos, pictures or mime to help make meaning clear.
- 4) Try to get information from the learner rather than always presenting it.
- 5) Provide activities where the language is predictable or repetitive.
- 6) Include some activities which recycle newly learned language.
- 7) As far as possible design activities which either use known language patterns to teach new vocabulary, or use known vocabulary to model new language patterns.
- 8) Use activities which involve real communication.
- 9) Use whole class activities where the new arrival can join as much as he or she feels able.
- 10) In the early stages choose books and print materials not only in terms of their language difficulty but also in terms of their cultural content.

18. What language electives are offered to ELLs?

Electives that are offered are various after school programs including cooking, martial arts, poetry, dance, chess. During the day they can choose from visual arts or dance.

19. For schools with dual language programs:

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

Past

- The Professional Development Program will be a high quality and research-based program for our staff outlined in the school's comprehensive education plan. Professional development will engage all teachers of ELLs in a variety of high quality professional development activities, which will include studying ESL scaffolding strategies and content area teaching strategies that are aligned with the NYS ELA and ESL standards. Teaching and learning will have academic rigor in order to increase the number of ESLs who are proficient in English.

- Our participating faculty will acquire through professional development activities:

- 1) ESL methodologies and scaffolding strategies for improving instruction and promoting English language proficiency for ESLs through workshops.

- 2) Use of authentic learning, hands-on activities, use of manipulatives, cooperative learning.

- 3) The ability to engage in performance based assessment that provides qualitative data.

- 4) The opportunity to collaboratively participate in small study groups regularly which allow for action research and sustain ability of effective teacher practices.

- 5) The means to network and share successful teaching practices with other colleagues.

- Our professional development activities accountability will be evidenced by: agendas, training materials, focus groups, surveys, questionnaires, workshop evaluation-self assessment forms, attendance sheet, journal writing.

3.

- 1) Guidance Counselor provides intervisitation opportunity for other schools. Individual counseling session is provided by our bilingual Guidance counselor. The ESL students have a chance to participate in individual tutorial session during and after school hours.

- The school Professional Development Program will provide staff with skills in both content and pedagogy and by providing instruction on hands-on techniques and standards based content.

- It will provide interdisciplinary approach with literacy skills, math skills, science and social studies skills, as well as, the arts and activities that are easily integrated in the classroom. All staff will learn through song and dance hypothesizing, and experimenting and recreating our built and natural environment in order to assist our ESLs as they transition from elementary to middle school.

4.

Our professional development plans for 2013-2014 school year are designed to promote high levels of academic achievement while integrating second language instruction. The 7.5 hours ESL mandated professional development will be fulfilled for all staff. The 10.5 hours of ESL mandated professional development will also be fulfilled for all staff that serve special education students.

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?

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.

1. Our school uses some types of parent involvement. They are the following:

1) Parenting

Help all families establish home environment to support children as students

- Parent education and other courses or training for parents. The parent coordinator will host a series of workshops throughout the school year to continue the dialogue as regards the importance of attendance at ELA/ESL and math institute. Parents of ESLs will be invited to join with their children to attend all sessions of the Math Skills Institute and the ELA/ESL Institute.

2) Communicating

Design effective forms of school-to-home and home-to-school communications about school programs and children's progress

- Conference with every parent at least twice a year
- Language translators to assist parents as needed
- Regular schedule of useful notices, memos, phone calls, newsletters, and other communications

3) Volunteering

Recruit and organize parent help and support

- School and classroom volunteer program to help teachers, administrators, students, and other parents
- Parent room as family center for volunteer work, meetings, and resources for families

4) Learning at Home

Provide information and ideas to families about how to help ESLs at home with homework and other curriculum-related activities, decisions, and planning.

- Information for families on skills required for ESLs in all subjects at each grade
- Information on homework policies and how to monitor and discuss school work at home

5) Gathering information from parents

School staff gathers information from parents of ESLs about their background

- Information about a student's prior education in his native language can help the ESL teacher gauge the challenges the ESLs will be facing.
- ESLs who arrive in U.S. schools with appropriate grade-level achievement in their native language will make the transition to learning in English more easily.

6) Participating

Parents are encouraged to participate in school activities, i.e. learning walks, assembly, field trips, technology classes, and etc.

2.

Our School partners with Brooklyn Children Museum

- Yes, it does. It identifies and integrates resources and services from the community to strengthen school programs, family practices, and student learning and development.
- It provides information for students and families on community health; cultural, recreational, or social support; and other programs or services.
- It provides information on community activities that are linked to learning skills and talents, including summer programs for students
- It provides service to the community by students, families, and schools (e.g. recycling, art, music, drama, and other activities for seniors or others)

3.

1). All parents of ESL students are invited to participate in a Welcome Back to school meeting and curriculum night in September every year to receive information about our school. Topics addressed include: school expectations, assessments, City/State Standards, the community resources as well as program options. Presenters include: Instructional Team leaders, ESL teacher, Guidance Counselor, Parent Coordinator, Principal, and Assistant principal. This helps parents of ESL students become active knowledgeable members of our school learning community. All parents express their opinions, give good advice and tell the school what they need.

2) Parents of ESL students are invited to attend our Parent Orientation Meeting where they are informed about the available services for their children. The Parent Selection forms are printed in all the necessary language applicable to our school so that parents can more readily understand and make informed choices. Their most often expressed sentiment is that they want immersion in the new language, English, along with support of ESL Services which they feel helps their children learn English faster. To further facilitate parental involvement and understanding, school letters and notifications to parents are translated. When needed, translators on our staff are provided to facilitate meaningful communication between parents and administration/staff.

3) Our school Parent Co-ordinator provides workshops for parents. Through talking and discussing with our ESL students' parents we get to know their thoughts, suggestions, and needs.

4) Through Parent-Teacher Conference, telephone conversation, writing notes to each other, going on trip together we obtain a lot of useful information and what our ESL parents really need.

- The role of the parent is vertical to ESLs' overall ability to achieve high standards.
- They lay the groundwork for high expectations that are carried out in our school.
- By participating in school activities and attending all sessions of the Math Skills Institute and the ESL/ELA institute, not only will parents be helping themselves, but, in addition, they will be forming special learning partnerships with their children that will be the great benefit of both parents and children. There will be awards and recognition to highlight literacy and achievement.

4.

1) Family Days will be held throughout the school year to encourage parental involvement in the academic development of their children. The teachers will conduct interactive activities for the children and their parents to enhance their learning and language experiences.

2) During Family Days, the teachers will use hands-on and developmentally appropriate activities to promote literacy skills, math skills, and scientific explorations for students and parents. The children and their parents can make connections, promote imagination, creativity, and have opportunities to learn new skills.

3) Encouraging parent involvement helps parents from other cultures may view their role in their children's education differently than U.S. parents. For example, instead of asking their children questions about a story- asking them to predict out come, for instance, or having them interpret the story based on their own experiences- immigrant parents from rural of Mexico and Central America are more likely to use the story to teach a moral lesson.

4) To help the parents of ESLs contribute more actively to the education of their children, our school offers training at ELA/ESL and Math Institute sessions on increasing the knowledge and skills parents need to help their children with the acquisition of English, literacy development, and academic proficiency in different content areas.

:

Part VI: LAP Assurances

School Name: Ron Brown Academy

School DBN: 16K057

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Celeste Douglas-Wheeler	Principal		1/1/01
Dewana Daidis	Assistant Principal		1/1/01
Sophia Williams	Parent Coordinator		1/1/01
n/a	ESL Teacher		1/1/01
Leon Bowers	Parent		1/1/01
Francesca Freeman-Lujan/ELA	Teacher/Subject Area		1/1/01
Oswald Sutherland/Math	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	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: **16K057** School Name: **Ron Brown Academy**

Cluster: **1** Network: **102**

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.

With an influx of Spanish speaking parents our business manager has been able to communicate with many of our parents.

- The school secretary, business manager and the parent coordinator work collaboratively to use the internet to interpret school letters or notices that are sent home weekly and/or monthly.
- The parent coordinator posts English and Spanish versions of newsletters and workshops on the parent bulletin board located in the main lobby.
- The business manager is affluent in the Spanish language and communicates with many of our Spanish speaking students and parents

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.

We currently do not have an ESL/Bilingual ESL teacher to translate for parents and students

- During parent-teacher conferences Spanish speaking parents are unable to communicate effectively with teachers and often times they have a translator to accompany them or rely on the student to translate.
- Many of the parent workshops and meetings are limited to English speaking presenters, which effects communication with non-English speaking parents. This results in zero to low attendance from non-English speaking parents
- A parent letter was sent home in September and again in February notifying parents that they had the opportunity to request English letters translated into their native languages. There is also a poster displayed in the main office notifying parents of the same information.

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.

- As noted in Part A, we utilize the business manager often to translate for our Spanish speaking students and parents.
- In September the parent coordinator will begin to seek vendors that are able to provide both English and Spanish letters and workshop information to ensure we are communicating effectively with the entire population of students and parents.
- Beginning in September and on-going each letter sent home will be mailed in both English and Spanish and Arabic.

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.

- As noted in Part A, the business manager is utilized to orally interpret to our Spanish speaking students and parents.
- The parent coordinator will also seek vendors who are able to provide personnel who are both English, Spanish and Arabic speaking.

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 will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parents Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions are available on the DOE website.

- The school will continuously post in a conspicuous location at or near our primary entrance in our most prominent covered languages indicating the availability of interpretation services.

- Our school safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers