



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: DR. GLADSTONE H. ATWELL MIDDLE SCHOOL 61

DBN (i.e. 01M001): 17K061

Principal: DR. SHANNON BURTON

Principal Email: DBURTON4@SCHOOLS.NYC.GOV

Superintendent: DR. BUFFIE SIMMONS

Network Leader: MS. ROXAN MARKS

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
Dr. Shannon Burton	*Principal or Designee	
Mr. Andrew Rison	*UFT Chapter Leader or Designee	
Ms. Yvette Gilbert	*PA/PTA President or Designated Co-President	
Ms. M. Hall	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Ms. Angela Dominguez-Newball	Member/ Chairperson/Teacher	
Ms. Camille Orta	Member/ Parent	
	Member/	
Ms. Lisa Greenidge	Member/ Parent	
Ms. Ladesha Gilbay	Member/ Teacher	
Ms. Sandra Amede	Member/ Teacher	
Ms. Alicia Benton-Lewis	Member/ Teacher	
Ms. Lakesha Moffatt	Member/ Parent	
Ms. Natasha Welsh	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	
X	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
X	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)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 17K061

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	779	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	6	# Music	17	# Drama	14
# Foreign Language	13	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	69.5%	% Attendance Rate		90.7%	
% Free Lunch	100.0%	% Reduced Lunch		0.0%	
% Limited English Proficient	6.5%	% Students with Disabilities		11.7%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American		90.7%	
% Hispanic or Latino	7.2%	% Asian or Native Hawaiian/Pacific Islander		0.8%	
% White	1.1%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	3.97	# of Assistant Principals		3	
# of Deans	N/A	# of Counselors/Social Workers		2	
% of Teachers with No Valid Teaching Certificate	3.3%	% Teaching Out of Certification		3.3%	
% Teaching with Fewer Than 3 Years of Experience	8.2%	Average Teacher Absences		6.4	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	21.6%	Mathematics Performance at levels 3 & 4		11.2%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		38.5%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%	
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		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
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	Yes	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.				
The strength of the 2012-2013 SCEP it addressed all students; general education, SWD and ELL students.				
Describe the areas for improvement in your school's 12-13 SCEP.				
The area of improvement of the 2012-2013 SCEP Teacher teams were created and met weekly.				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
The barriers and challenges of the SCEP was Programming the teacher teams weekly meetings and administrative support.				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
Most of the goals were implemented				
Were all the goals within your school's 12-13 SCEP accomplished?		Yes	X	No
If all the goals were not accomplished, provide an explanation.				
Teacher teams didn't have guidance and didn't meet regularly				
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes		No

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.				
The anticipated barriers of the SCEP was scheduling teachers to meet regularly				
List the 13-14 student academic achievement targets for the identified sub-groups.				
Provide extra support for the lowest 1/3, SWD and ELL students. Provide co-teachers to work with students on a small student to teacher ratio.				
Describe how the school leader(s) will communicate with school staff and the community.				
E Chalk, School messenger, Weekly newsletter, School website.				
Describe your theory of action at the core of your school's SCEP.				
To increase student performance on the state examinations and allow teachers to work together as teacher teams.				
Describe the strategy for executing your theory of action in your school's SCEP.				
Programming the school to allow for teachers to meet, have the administration support the teachers on all core areas.				
List the key elements and other unique characteristics of your school's SCEP.				
<ol style="list-style-type: none"> 1. Allows teachers to meet regularly 2. Allows parents to be part of the planning process. 3. Introduces PBIS to support our school safety concerns 				
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.				
<ol style="list-style-type: none"> 1. New Revised Teacher and Administrative Teaching Schedule 2. New Bell Schedule which added 50 more minutes of instruction daily. 3. Teacher Team Agendas were scheduled 				

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).

"Make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products."

Review Type:	QR	Year:	2012-2013	Page Number:	6	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
X	2.4 School leader's use of resources	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, a minimum of 65% of our students will make at least 1 year or more progress on both ELA and Math state assessments.

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.

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

1. Use the 37 ½ minute extended day instructional period and eliminate the homeroom period in order to increase instructional periods for the entire school from 41 minute to 48 minute class periods.
2. Schedule most mathematic and English language arts classes for block periods which will allow for 100 minutes of instruction time per math and English Language Arts class.
3. The school leader will strategically recruit, hire and sustain personnel and uses partnerships with organizations to create a pool of internal and external human capital that enables the school to creatively, equitably, and adequately meet the academic and social needs of all students. In addition to supporting the lower 1/3 and SWD in mathematics and ELA from three to five periods per day for 15 – 25 periods.

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

1. Classroom teachers will teach these additional instructional minutes. Scheduling will be supported by school leaders and the programmer.
2. Programmer will schedule these block periods for the school year. Administrators will monitor the schedule and evaluate the results.
3. Budget Network Personnel will monitor the budget to support the additional staff members.

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

1. School leaders will work collaboratively with the programmer and teachers to ensure effective systems are in place at the school level to evaluate and students making sure they are receiving 48 minutes of instruction.
2. School leaders will work collaboratively with the programmer and the math and ELA teachers to ensure effective systems are in place at the school level to evaluate and students making sure they are receiving 100 minutes of instruction.
3. Students will be monitored by unit and interim Assessments, end of unit assessments and student work results to monitor student progress and make adequate adjustments. Monthly budget meeting with the network, Unit and Interim Assessments, end of unit assessments, student work results to monitor student progress and make adequate adjustments

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

1. Every day beginning in September 2013 Monday through Friday until June 2014.
2. Every day beginning in September 2013 Monday through Friday until June 2014.
3. Three to five times per week beginning in October 2013- June 2014

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

1. Re-structure the bell schedule to delete homeroom in September and use the 37 ½ minutes of additional instruction by implementing it into the school day.
2. Most ELA and Mathematic teachers will have 100 minutes of ELA and math periods at different times of the day according to their teaching program.
3. Teachers will push in part of the instructional day and pull out students to support them from 15 – 25 periods per week. Teachers will be paid at the Per-diem sub rate. 5 Periods per day times 3 days per week.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	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 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	X	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 #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).											
"Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning."											
Review Type:	QR	Year:	2012-2013	Page Number:	6	HEDI Rating:	D				

Tenet 3: Curriculum Development and Support

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

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June 2014, 100% of core subjects will have functioning teacher teams, which meet weekly, to engage in various activities that promotes shared leadership and focuses on improved student learning.											

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"> All core subject Teacher Teams meet weekly to monitor student progress and make adjustments to the curriculum, assessment, lesson plans and instruction. All core teachers are included in weekly learning-walks using Danielson's Rubric to improve teacher practices with the goal of improving teacher effectiveness. The Administration will monitor student progress, adjustments to the curriculum and lesson plans on a monthly basis. 											
B. Key personnel and other resources used to implement each strategy/activity											
<ol style="list-style-type: none"> All core subject teachers, Assistant Principals in charge of the core departments and Department Chairpersons Core teachers, Administration, Talent Coach and Achievement Manager. Administration, Talent Coach and the Achievement Manager. 											
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity											
<ol style="list-style-type: none"> End of Unit/ Interim Assessment Results, review of lesson plans, unit plans and student work products. Building teachers will work in teams of 3-4 members; teams will produce weekly reports/journals reflective of their work; teams will generate and document specific data and evidence relative to the focus of their Lesson Study teams; team members will write reflective narratives of their experience; student and teacher portfolios will document the effectiveness of the team strategies and progress. Observation reports and lesson plans, meetings with team teachers. Teachers, CFN Network 401, Administrators and Consultants provide classroom embedded professional development training on the Danielson Rubric End of Unit/ Interim Assessment Results, review of lesson plans, unit plans and student work products 											
D. Timeline for implementation and completion including start and end dates											

1. September 2013 – June 2014
2. September 2013 – June 2014
3. Every month November 2013 – June 2014

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

1. Common planning periods during the day, Team Teaching Periods and Circular 6 duties.
2. Common planning periods; changes to the prep schedule to provide coverage's for the teachers, professional development school days for staff.
3. Common planning periods; changes to the prep schedule to provide coverage's for the teachers and Teacher Team meetings.

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	X	PF Common Core
	PF ELT	X	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 #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).

"Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels."

Review Type:	QR	Year:	2012-2013	Page Number:	6	HEDI Rating:	D
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Tenet 4: Teacher Practices and Decisions

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

	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	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, a minimum of 85% of classroom teachers will regularly use current quantitative data from a variety of sources including standards aligned assessments to analyze and develop a plan of action, as evidenced by the teachers' assessment records of data, instructional practices, and improvement in student outcomes.

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. All core teachers and special education teachers will analyze end-of-chapter and or unit test results for all students.
2. ELA and Math teachers will analyze the results of the NYS, MOSL, formative, and summative assessments, periodically to revise curriculum and instruction.
3. Teachers of ELLs will analyze the results of ELL periodic assessment, NYSESLAT exams to create action plans and provide AIS during morning, after-school, Saturday, and vacation school.
4. Administrators will use data to assess, monitor and plan for Professional Development for appropriate staff members.

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

1. All core subject teachers and special education teachers, Assistant Principals in charge of the core departments and Department Chairpersons
2. ELA and Math teachers
3. ELL teachers

4. Administration and the Achievement Manager.

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

1. End of chapter/unit results including student work products in addition to measurable improvement (survey, rubric) in access to materials and resources (textbooks, workbooks, bilingual materials) Scope and sequence aligned with CCSS.
2. Results of the NYS, MOSL, formative, and summative assessments. Ongoing tracking of instructional progress through
 - A. Study Island
 - B. Achieve 3000
 - C. Brain Pop
 - D. Imagine Learning
3. Results of ELL periodic assessment and NYSESLAT exams. Ongoing tracking of instructional progress through
 - E. Study Island
 - F. Achieve 3000
 - G. Brain Pop
 - H. Imagine Learning
4. Principals and lead teachers/coaches will take advantage of in house trainings by the network to learn how to create a data driven culture. Results of the NYS, MOSL, formative, and summative assessments, ELL periodic assessment, NYSA, and the NYSESLAT, NYSA, and NYSESLAT exams.

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

1. September 2013 – June 2014
2. September 2013 – June 2014
3. September 2013 – June 2014
4. November 2013 – June 2014

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

1. Weekly teacher team meetings; common planning periods. After school Programs 20 days * 5 hours*10 teachers+ 1 supervisor * 5 hours * 20 days. Consultations Fees
2. Weekly teacher team meetings; common planning periods. After school Programs 20 days * 5 hours*10 teachers+ 1 supervisor * 5 hours * 20 days. Consultations Fees
3. Weekly teacher team meetings; common planning periods. After school Programs 20 days * 5 hours*10 teachers+ 1 supervisor * 5 hours * 20 days. Consultations Fees
4. No cost associated. Administrators will meet during cabinet meetings and with the Network Achievement Manager.

Budget and Resource Alignment

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

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

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

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

Goal and Action Plan #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).

“Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults.

Review Type: QR	Year: 2012-2013	Page Number: 6	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	X	5.3 Vision for social and emotional developmental health
5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

By June 2014, PBIS will be fully implemented by the Safety Supervisor to cultivate a trusting and respectful culture within the school as evidenced by a decrease in suspensions and a 5% increase on the Learning Environment Survey.

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. Safety Supervisor and Intervention Specialists will conduct on-going workshops to support positive behavior modification.
2. Student Support Service Team (SSST) will meet monthly with administration, support staff and teachers to review “at risk” students’ behavior and make recommendations
3. Partnership with CBOs such as, OHEL Mental Health, to expand on services that support students’ social and emotional growth.
4. On-going active partnerships with parents, teachers and administrators through workshops, parent-teacher conferences, social events, School Leadership Team, and Parent Association volunteers to create a safer environment.
5. Intra-mural extra curricula activities are available daily to foster students’ talents, hobbies, sports, and the performing arts.
6. Monthly assembly programs conducted by guidance counselors and intervention specialists will address student safety issues.

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

1. Safety Supervisor and Intervention Specialists
2. Student Support Service Team (SSST) and Administration
3. Student Support Service Team (SSST) , CBOs and Administration
4. Administration , SLT, Parent Association Volunteers
5. Administration, Extra Curricular Teachers
6. Guidance Counselors, Social Worker, Administration

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

1. OORS Report data, Student Report Card/Progress Report grades
2. OORS Report data, Student Report Card/Progress Report grades
3. OORS Report data, Student Report Card/Progress Report grades
4. School leaders will share newsletters/bulletins, echalk, the school messenger to share with their school community about all school related events.
5. OORS Report data, Student Report Card/Progress Report grades
6. OORS Report data, Student Report Card/Progress Report grades

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

1. September 2013-June 2014
2. September 2013-June 2014
3. September 2013-June 2014
4. September 2013-June 2014
5. September 2013-June 2014
6. September 2013-June 2014

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

1. There is no cost associated with this activity. Common Preparation Periods
2. There is no cost associated with this activity. Common Preparation Periods

3. There is no cost associated with this activity. Common Preparation Periods
4. There is no cost associated with this activity. Common Preparation Periods
5. After school Programs 20 days * 5 hours*10 teachers+ 1 supervisor * 5 hours * 20 days. Consultations Fees
6. There is no cost associated with this activity. Common Preparation Periods

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 used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
X	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).

"Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them."

Review Type:	QR	Year:	2012-2013	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.

	6.2 Welcoming environment		6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

By June 2014, parental involvement and outreach will improve via weekly communication and weekly professional development, as evidenced by a 5% increase in our performance on the Learning Environment Survey.

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. On-going active partnerships with parents, teachers and Administrators through workshops, parent-teacher conferences, social events, School Leadership Team activities, and Parent Association volunteers, to create a safer environment
2. Administrators will provide weekly updates to families about school activities, parent conferences, parent orientations, Parent Association meetings, progress report/report card dates, E-Chalk/Engrade information, important e-mails, and workshops.
3. The Parent Coordinator and or Administration will conduct monthly workshops with parents to inform them of changes in academia, school policies and regulations.

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

1. Administrative Team, Teachers and Parent Coordinator
2. Administrative Team
3. Administrative Team and Parent Coordinator

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

1. Parent sign in sheets
2. School Newsletter, notice, Engrade, Progress Report, Report Card, email correspondences
3. Parent Association, Teachers, Parent Coordinator and School Leadership Team

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

- 1. September 2013 – June 2014
- 2. September 2013 – June 2014
- 3. September 2013 – June 2014

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

- 1. PF Parent Engagement Funding for Parent Activities, subscription to EChalk
- 2. PF Parent Engagement Funding for Subscription to EChalk
- 3. PF Parent Engagement Funding for Parent Activities, subscription to EChalk

Budget and Resource Alignment

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

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

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

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

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	Achieve 3000, Reading Comprehension, Ready New York CCLS, 6+1 Traits and Strategies for Writers	Small Group and Individual	During the morning, during the school day, after-school, Saturdays, and spring vacation
Mathematics	Brain-Pop, Computation, Problem Solving, Open-ended Questions, Short Responses, and Test Prep	Small Group and Individual	During the morning, during the school day, after-school, Saturdays, and spring vacation
Science	Brain-Pop and Special Projects	Small Group	During the school day
Social Studies	DBQs, Projects and Brain-Pop	Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, PBIS and Student "Rap" Sessions	Small Group and One-to-One	During the school day

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

4. All elements of the *All Title I Schools* section must be completed*.
4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
5. 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.

Achievement Manager Support
 Teacher Team Meetings Monitored by Administrators
 Faculty Conferences
 Department Meeting
 Lunch and Learn
 Inter-visitation of Schools

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).

Achievement Manager Support
 Teacher Team Meetings Monitored by Administrators
 Faculty Conferences
 Department Meeting
 Lunch and Learn
 Inter-visitation of Schools

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.).

Parent Meetings to discuss potential programs that support temporary housing and family issues.
 SLT meeting discussion

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.

SLT Meetings
 Teacher Team Meetings
 UFT Consultation Meetings
 Teacher Turn Key Professional Development Meetings
 Faculty Conferences led by teachers
 Department Meetings

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 17	Borough Brooklyn	School Number 061
School Name Dr. Gladstone H. Atwell Middle School		

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 Dr. Shannon Burton	Assistant Principal Ms. Adriana Galvan
Coach type here	Coach type here
ESL Teacher Hazel Courtney	Guidance Counselor
Teacher/Subject Area Mr. Boutros	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ms. Ailene Thompson
Related Service Provider type here	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	4	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	2	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)	783	Total number of ELLs	47	ELLs as share of total student population (%)	6.00%
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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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out							6	6	6					18
SELECT ONE													0	0
Total	0	0	0	0	0	0	6	6	6	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	31	ELL Students with Disabilities	8
SIFE	12	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	8

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	31			4			8			43
Total	31	0	0	4	0	0	8	0	0	43

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
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
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							1	5	5					11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1	1					2
Haitian							5	8	7					20
French							2	2	2					6
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		7					8
TOTAL	0	0	0	0	0	0	9	16	22	0	0	0	0	47

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)							5	9	6					20

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)							1	4	7					12
Advanced (A)							4	2	7					13
Total	0	0	0	0	0	0	10	15	20	0	0	0	0	45

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	1	0	0	5
7	9	0	0	0	9
8	9	2	0	0	11
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	4	1	3		0		0		8
7	9	7	2	3	0		0		21
8	12	5	1	2	1				21
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (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.
As a middle school, the primary assessment tool that assesses the ELL's literacy skills is the CCLS ELA Baseline & CCLS ELA Benchmark. These diagnostics are given in the fall and spring. These tests reveal the students' strengths and weaknesses. As a result, teachers can differentiate instruction. In March, students take predictive tests which indicate how students will perform on the actual ELA test. The scores of the ESL periodic assessments are also used to guide instruction. The Spanish LAB guides the teacher(s) on the literacy level in Spanish. This helps the teacher to ascertain whether or not the student is a SIFE.
Overall, most students are in Levels 1 and 2. Based on the number of SIFEs and a lack of a TBE program, the school is exploring the use of process writing approach instead the more "traditional" writing process. This approach allows more "teamwork" and the use of the four modalities. Since students are stronger in L/S skills, this approach will reinforce the development of the ELLs' weaker R/W skills.
Currently, the DATA Inquiry Team is focusing on ELLs and Math.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
As a middle school, the LABR, NYSESLAT, and the ELA are used to evaluate the ELLs' level of literacy. In the past few years, most students who take the LABR are new students to the English language school system. As total newcomers, they usually score a Level "B".
However, a minority of the students studied English in their native country or had spent summers in the US, and learned some social English and/or some academic English. The students who came for social visits often score an "I", for they have some listening and speaking skills. However, the few who studied English in their native countries often score a high "I" or a Level "A" on the LAB-R. However, when these Level "A's" take the more difficult NYSESLAT, it is not unusual for them to slip to a Level "I". A basic reason is the LAB-R is a screening multiple-choice test; whereas, the NYSESLAT is a more rigorous test that also includes writing an essay and analysis of poetry. This pattern is consistent throughout the 6th, 7th, and 8th grades.
Consequently, the majority who took the ELA are "newcomers" (0-3 years) and 4-6 year ELLs. One pattern that has emerged in the past few years is the number of LT ELLs has shrunk, and the number of newcomer ELL (0-3 years) has skyrocketed.
Interestingly, the pattern of the ELLs' scores reinforces Cumming's view of BICS (social English) and CALP (academic English). In reality, social English is achieved within one year, but academic English is mastered in 5-7 years.
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 [AMAQ tool](#))
Paste response to question here:
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?4a-b(2). AT MS 61, all ELLs are offered a test in English, available bilingual glossaries, and a translator, if needed. It is the students' choice to use these modifications. Some ELLs, especially, the 4-6 year ELLs, are more comfortable in taking the test in English and merely use the translated tests/bilingual glossaries as a NL support. Most of their instruction in the content area has been in English, and their academic native language is "weaker" than their academic English. Moreover, the 6th grade students took their 2012 tests in other schools, and there is no clear data if they took tests in the native language and what modifications they received. It is the experience at this school that the students who take the content area tests in the native language will have a greater "comfort level" while taking the test and will score higher than their counterparts who decided to take the test in English. In previous years, the

students

in the TBE class would take the test in the NL or will strongly use the NL support of the glossaries or refer to the NL test as a form of NL

support while taking the content area test in English.

4b-c(1). Unlike the ELA periodic tests, ELL Periodic Assessments allow the teachers and school leaders to analyze the ELLs' progress in

the four modalities. Based on previous tests, this test best presents to the students the need to listen to complex passages in the listening section. The reading section parallels much of what is taught in the ELA classes. However, the writing multiple choice indicates

strengths and weaknesses in grammar. This information is especially helpful to both the ESL and ELA teacher, for it will help drive instruction and give a guideline for differentiated instruction. Unfortunately, there is no essay on this test. These overall results are

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](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

The ELLs at MS 61 are a "work in progress."

The first level of evaluation of the ELLs' progress is through the data of standardized and periodic tests. These tests show growth or lack of growth in ELA/NYESLAT/Math/other content areas. They show the importance of teaching content area classes in the NL and the importance of NL support. It has helped push the school to continue differentiation within the general program and helped push the school to see the necessity of providing sufficient NL support (bilingual glossaries/libraries in the classroom, etc.) Most importantly, it has help teachers to differentiate instruction for their ELL population and to ask questions to the ESL teacher about what modifications, different types of scaffolds that can be used or teaching methods that will work best for their ELL students. The ESL teacher has also been able to present to the staff how to best use multiple entry points.

The next level is the greater interest in PD for ELLs. Teachers have realized that "standard operating procedure" does not always work for ELLs. Teachers are more open to PD and seek suggestions on how to help their ELL students. Their questions also allow the ESL teacher and school to provide needed PD in specific areas. This openness and willingness only contributes to the success of each ELL and the various programs in the school.

Finally, the ELLs' success on Regents; the ability to meet or not to meet the AYP in specific areas; and the ELLs' success to enter into

specialized high schools and programs are clear indications of the overall success or lack of the school's program(s) for its ELL population.

In short, much has been done, but more can be accomplished. With the strong support of the teachers, administrators, data specialists, parents, etc., the MS 61 community knows that success for ELLs is an ongoing and "doable" process.

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?

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

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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](#).) All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue. This survey lets school staff know what language you use in your home. If the HLIS indicates that your child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Performance on this test determines your child's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance.)

Parents will complete a Home Language Identification Survey (HLIS) in conjunction with an oral interview to determine whether or not a student is eligible to take the LAB-R. If parents indicate, on the HLIS, that the students' home language or native language is one other than English then the teacher conducts an informal interview with the student. If the students' homelanguage or native language is English, then the student is not an English Language Learner(ELL). If the student speaks little or no English during the informal interview, then an initial assessment is given to the students. If the student speaks only English during the informal interview then the child is not ELL. On the initial assessment if the student scores Beginning, Middle or Advanced, then the next step will be to place the student in the appropriate language program. If the student tested at the Proficient level then the student is not an ELL. Every year ELLs take an assessment exam to determine their ELL status for the upcoming year. If the student scores at Beginning, intermediate or advanced then he or she is an ELL. If the student is proficient then he or she is not an ELL.

The completion of the determination of ELL eligibility and service will be completed within ten days of the student's enrollment into the school.
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.

MS 61 holds orientations for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. In orientations, we have the opportunity to receive materials about ELL programs in your home language, and to ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collect the Parent Survey and Program Selection Form, which indicates the program that you are requesting for the child. If a program, TBE/DL becomes available the school will outreach to the parents to inform them of the additional programs. Parent coordinators and school staff will use the survey portion to make sure ELL parents are being reached, and that the information that they are getting is useful, thorough, and timely. The parent coordinator, ESL teacher along with other available school staff will contact the parents via school letters, ROAR newsletter and phone calls is needed. The outreach to the parents should happen within two weeks of the program availability.
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 [\[see tool kit\]](#).)

The MS 61 administration has trained and designated an ELL team that includes the ESL teacher, ESL administrator and parent coordinator that work in conjunction to ensure the proper identifying, notifying, and placement of students in ELL instructional programs as well as sending out all forms in a timely fashion. ATS reports will be used to ensure entitlement of students for ELL services will be used. These reports include but are not limited to the following; NYSESLAT and LAB-R Reports, Biographical

Data Reports and Students with Disabilities Reports and RLAT. The distribution of entitlement letters will be done through the mail and via student. The ESL teacher and Coordinator will retain copies of letters sent home and collected back in the Coordinator's office. They will be kept in a file cabinet. All Parent Survey and Program Selection Forms will be distributed via the postal service and sent via student.

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.
All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue. This survey lets school staff know what language you use in your home. If the HLIS indicates that your child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Performance on this test determines your child's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance.) Parents fill out a Home Language Identification Survey (HLIS). If parents indicate, on the HLIS, that the students' home language or native language is one other than English then the teacher conducts an informal interview with the student. If the students' home language or native language is English, then the student is not an English Language Learner (ELL). If the student speaks little or no English during the informal interview, then an initial assessment is given to the students. If the student speaks only English during the informal interview then the child is not ELL. On the initial assessment if the student scores Beginning, Middle or Advanced, then the next step will be to place the student in the appropriate language program. If the student tested at the Proficient level then the student is not an ELL. Every year ELLs take an assessment exam to determine their ELL status for the upcoming year. If the student scores at Beginning, intermediate or advanced then he or she is an ELL. If the student is proficient then he or she is not an ELL. Once a student is identified as an ELL the process begins. Entitlement letters are sent to the parents of the identified student via mail and with the child. Parents are invited into the school to view the video and their preferred program is recorded. Once the preferred program has been recorded the school will explain to the parents what programs are available at the school at the present time. If the program chosen by the parent becomes available the school will outreach to the parent to inform them of the availability. This will be done within two weeks of the programs availability.
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.
We have a team of teachers who administer and score the NYSESLAT exam. The RLAT & RLER report printed from ATS is used to determine who is eligible to take the NYSESLAT. The ELL teacher along with another teacher will administer then score the students NYSESLAT exam. The Principal and Testing Coordinator design a schedule to guarantee that all components are administered and scored within the dates mandated in the testing memorandum.
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. 
.Based on parent selection surveys and conversations with ELL staff for the last 3 years parents have selected ESL as their preferred choice regardless of programs offered at the school.

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./B. Programming and Scheduling Information

MS 61 is a middle school, and most of the programming is based on departmentalization. The ESL program is a combination of push-in and pull out models. When the ESL teacher pushes in, she will alternate between team teaching and working separately with the ELL groups. Based on schedule, the pull-out model is used. Whenever possible, these groups are formed by grade and linguistic levels.

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)?

2a. Most of the 8th grade general ELLs are in one class. This also allows for a push-in schedule for this class. Some ELLs/Newcomers have individual schedules that meet their specific needs.

Newcomers who are usually pulled out of ELA/social studies classes minor classes and work in small groups or individually. ELLs are not pulled out of any math class. All students receive their mandated 180/360 minutes of ESL services.

• 2b. According to CR Part 154: ESL Services: Beginners/Intermediates – 360 minutes/week

Advanced – 180 minutes/week

Advanced ELL's receive a minimum of ELA -180 minutes/week) based on class program)

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.

Content area is delivered in ESL by using materials such as Leveled readers/ NL support as bilingual dictionaries/glossaries/ translated textbooks if available/translated picture dictionaries/bilingual classroom libraries in Spanish/Arabic, etc/ bilingual and translated books in the school library/leveled RIF books in the school library/etc. Note: all teachers of ELLs are encouraged to have bilingual dictionaries and other forms of NL(native language) support in individual classrooms.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

To ensure that ELLs are appropriately evaluated in their native language throughout the year they are provided with native language support. Classroom libraries, multilingual books, resources, dictionaries/glossaries are afforded to them. ESL Methods incorporate QTEL/CALLA/ scaffolding/stress on academic English with use of appropriate graphic organizers, Spanish speaking ELL's take the Spanish LAB to ascertain NL literacy. There no equivalent standardized tests in Haitian Creole.

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

Our ELL students are evaluated in all four modalities of the English acquisition throughout the year through the use of periodic assessments and the NYSESLAT. The periodic assessment is done through Pearson. The results are graded by Pearson and then made available to the teachers who then use the information to drive instruction within the four modalities. Flexible grouping will be done based on the four modalities. For example, students with low listening scores will be placed in a group and the teacher will then work with them to improve their listening skills. We will also administer informal assessments, pre and post assessments to assess students' progress in the modalities. Spanish speaking ELL's take the Spanish LAB to ascertain NL literacy. There is no equivalent standardized test in Haitian Creole. However, student can take NYS content area tests and Regents in their native language. If available, students take periodic assessments in NL.

5a. Whenever possible, the ESL teacher will work individually or in small groups with the SIFE student(s) to support reading a writing skills. Most of the SIFE students are illiterate/barely literate in their native language.

5b. Students who have been in an English language system for 0-3 years need intensive ESL. Although most of these students are mandated to receive 360 minutes/week, the newest students receive more services based on teacher and student schedule. During the first year, stress is place on the mastery of BICS (social English). As the student enters his/her second year, the shift is to attain mastery of CALP (academic English). Based on LAT scores on reading and writing, more emphasis is placed on strategies that will strengthen the needed skills that the ELLs will take on the ELA. This thrust continues through the third year. Leveled reading material is used, and more nonfiction material becomes the base of many lessons. ESL Teacher articulates with content-area teachers and provides extra support for ELLs..

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 present program for SIFE students includes a stronger targeted academic shelter instruction. SIFE requires specialized supports to build competencies in English and/or native language literacy, and content areas where subject matter was missed.

AIS

services are administered to SIFE students three times a week in a small group. Imagine Learning and Achieve 3000 are two online programs that are used to support the ELLs and SIFE students. Both programs target reading, writing, speaking and listening. Students who have been in an English language system for 0-3 years need intensive ESL. Although most of these

students

are mandated to receive 360 minutes/week, the newest students receive more services based on teacher and student schedule. Beginner and Intermediate students have exposure to the English language using a variety of strategies including visuals, repetition, graphic organizers appropriate for various skills/strategies and Total Physical Response (TPR). Two specific

strategies

utilized are the CALLA (Cognitive Academic Language Approach) and CALPS (Cognitive Academic Language Proficiency Skills).

Skills).

These along with other strategies are used to develop natural English language acquisition. For students who are long term ELLs

, their performance is analyzed by their classroom teacher in conjunction with their ESL provider to decide if there is a problem other than language that might be delaying their progress in language acquisition. After three years of service, these students are eligible for an extension of services which entitles them to continue to receive services. ELLs also participate in after school programs which supplement the core curriculum and our mandated ESL program. We will use our Title III money to give our

long

term ELLs additional opportunities to acquire the English language as well as expose them to test sophistication strategies to

better

prepare them to meet the Common Core Standards as measured by city and state standardized exams. For ELLs who are at risk, or who have been retained in grade, summer school is provided through Tax Levy ELL monies. After attaining proficiency level

on

NYSESLAT the student receives an additional 2 years of ESL services if he or she is in the 6th grade, and 7th grade students receive 1 year of additional services, since our school only goes up to the 8th grade.

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?

Special SWD ELLS receive all modifications stated on their IEP's. ESL teacher have an updated IEP on file. In order for Spec Ed ELLs to master grade level material, ESL teacher will differentiate material; provide scaffolded instruction; provide leveled activities; provide ESL methodologies as chunking/jigsawing/ Think-Pair-Share/accountable talk/use of cognates. To ensure that ELLs are appropriately evaluated in their native language throughout the year they are provided with native language support. Classroom libraries, multilingual books, resources, dictionaries/glossaries are afforded to them. Presently for ELA we are utilizing CODE-X. CODE-X is Common Core aligned and includes differentiated instructions for SWDs and ELLs in grades 6-8. Our ELLs are also benefitting from our math program, Pearson CMP3 which also includes modifications and strategies for SWDs and ELLs in grades 6-8 students. In Addition, we utilize supplemental reading programs through the use of technology which includes, Imagine Learning, Achieve 3000, and STARFALL. Imagine Learning an online reading program has an initial assessment for all ELLs and creates lessons based on each individual student's pre- assessment results. Starfall, a website for ELLs, is geared to the new ELLs. In Starfall the students can learn letter sounds and basic words, and read simple beginner stories.

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?

The service providers (speech, occupational therapy, ELL, and guidance) work together before the start of the school year to coordinate their schedules to accommodate the students I.E.P. mandates and mandated ELL minutes. All services are implemented in the least restrictive environment in either a push in or pull-out model. We currently have I.C.T. classes across

grades that service children in the least restrictive environment. Our school differentiates instruction for all students including ELLs. Constant analysis of data will inform all decisions in regards to changes in instruction and specific intervention programs. As mentioned above, the use of technology is used to scaffold instruction and provide content vocabulary and prior knowledge. Our school uses the CODE_X ELA program which contains a component specifically targeted for ELL students. Students (including ELLs) are all aware of their current independent reading levels, participate in guided reading work (with the classroom, and/or ELL teacher) on one level higher text, and they are all aware of the level that they need to achieve in order to successfully complete the grade and their goals. Once a student is determined to qualify for mainstreaming they are mainstreamed into the subject they perform best in. ELLs and students are also mainstreamed throughout lunch, recess and physical education.

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

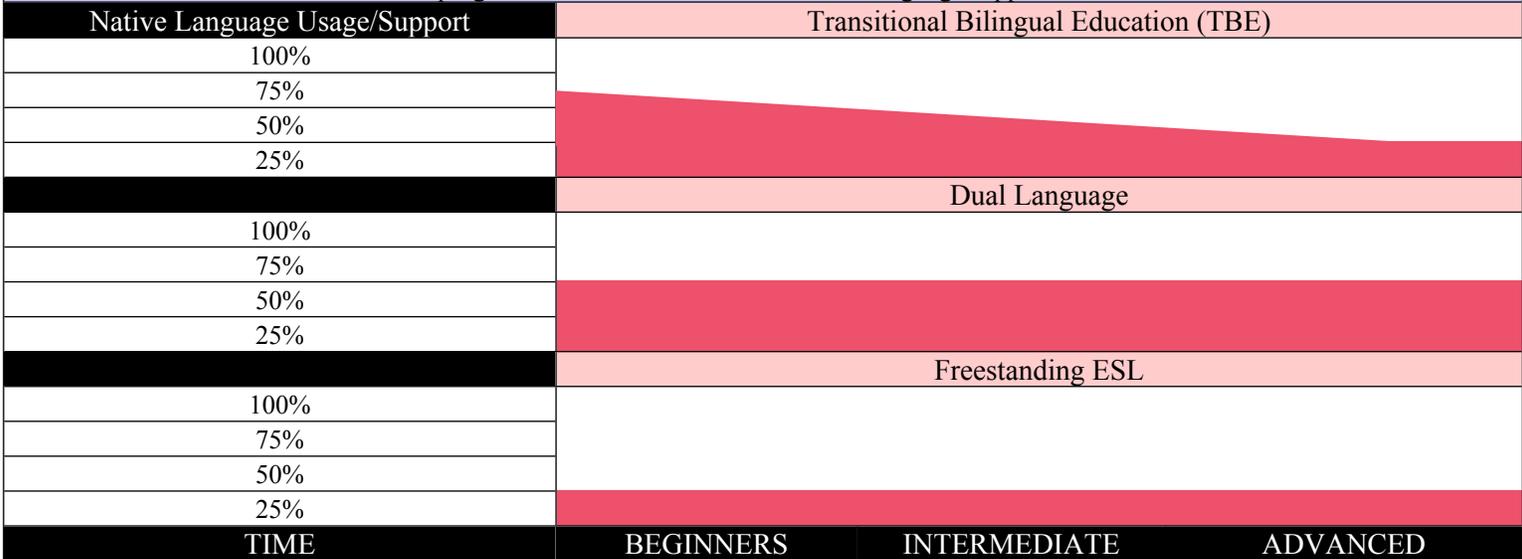
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

Currently, the DATA Inquiry Team is focusing on ELLs and Math. The school has targeted 6th and 7th grade ELLs. This group is a combination of General ED, Bilingual, and Special Ed ELLs. The school has established a base line exam to assess the students' math skills. As an ELA preassessment this school uses CCLS baseline and CCLS Benchmark in the Spring. The CCLS baseline and benchmark results helps teachers to identify and target reading and writing skills in which the students are deficient. Classroom as well as the ESL teacher use the data from these assessments to strategically plan lessons and activities to drive students' instruction.

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

The current program at MS 061 combines the push-in and pull-out models. The ESL teacher works in conjunction with the classroom teachers to provide support for the ELLs in the content area. Our current Freestanding ESL program for all ELLs: includes speaking, literacy, and content language development. Content specific vocabulary with pictures are used within social studies, math, and science lessons to facilitate ELL learning. Students are taught within smaller groups in order to develop academic language and literacy skills. They are trained in learning strategies, and higher order / critical thinking skills. The program addresses students' needs and instruction is differentiated to meet the needs of our ELL population using the Common Core Standards.

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

- Expanded bilingual classroom libraries
- Expanded bilingual material for school library
- More native language support as bilingual dictionaries in all ELL classrooms

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

Most programs will be continued.

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

All ELLs and former ELLs can participate in school-wide programs as Extended Day, etc. Title III Summer program is open to students who have been in the country for less than two years. Title III after-school morning program is open to all ELLs in which the

primary focus is the development of math and reading skills. If funds become available, the school reapply for the ELL Success Grant.

Additional services in Math and ELA are available for all ELLs, and they have equal access to the following services:

- Extended Day
- Title III morning/afternoon programs
- Brainpop
- Starfall
- Peer Tutoring
- Music/Dance/Sports/Double Dutch/etc.
- Art program
- Chess Club
- Steel band
- Band
- Arts and Crafts
- Theater trips
- Trips of cultural/educational interest
- chorus
- step team
- cheerleading
- MEC Math
- MEC ELA
- classical music

- track and field
- band music on wheels
- living Environment
- forensics
- SAT Prep
- Robotics
- Kickboxing
- The Mouse Squad

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Starfall is an interactively reading skills internet site that provides new ELLs with the opportunity to learn letter sounds, words, and begin reading.
 - Imagine Learning targets the four modalities; reading, writing, listening and speaking
 - CODE_X ELA program challenges students to read, think, analyze, question, cite evidence, debate, and write every day. Code X was built specifically to address the rigorous demands of the Common Core State Standards. CODE-X has lessons that specifically target the ELL population in our school.
 - Pearson CMP3 math program includes a component for ESL students.
 - Holt McDougal’s United States History and New York History Beginnings to 1877 along with Eastern Hemisphere are the texts use to drive Social Studies instruction. The teachers use the online component to supplement lessons.
 - Glencoe Science textbook New York Science is used across the grades during science instruction.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The native Language support is delivered though the use of cognates, native language vocabulary with target language vocabulary, bilingual dictionaries, and glossaries.
16. Explain how the required services support, and resources correspond to ELLs’ ages and grade levels.
- Our ELL student's are grouped by grade. Age appropriate and Common Core resources are used with each grade. Students are provided with ESL support and Imagine Learning.
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.
- We do not currently have a program that assists newly enrolled ELL students before the beginning of the school year. If an ELL student enrolls during the school year, the student will be placed in the ESL after school program, and additional instructions will be given to the student using Imagine Learning and Starfall.
18. What language electives are offered to ELLs?
- We are currently offering Spanish to ELLS, and are in the process of adding either French , since we have a big Haitian population, or Chinese.
19. For schools with dual language programs:
- a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and 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)?

NA

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.

Teachers are quite familiar with ESL methodology in the classroom. They are familiar with QTEL methodology and have taken workshops in this approach and other ESL methodologies. In turn, Mrs. Marvin, the ELL Coordinator a certified ESL will provide turn-

key workshops/PDs to the various teachers of ELLs and other staff members through Data Inquiry Team meeting, Common Preps, Professional Development Days, etc. These sessions will be held on a bi-monthly basis for common prep periods for grades 6th/7th/8th. Data Inquiry, morning PD sessions, etc are held once per quarter. Individual congruence sessions are by mutual appointment between teacher and ESL. These sessions will cover various topics based on the needs of specific teachers/students.

oTopics will include:

oBICs and CALP

oELL testing modifications

oAcademic English for ELLs

oEffective Graphic organizers for ELLs Four Modalities of Language

oLanguage Acquisitions

oLAB-R, ELL periodic Assessment, and NYSESLAT (Operational Test and Field Test)

oLanguage Acquisition

oLAB-R, ELL periodic Assessment and NYSESLAT (Operational Test and Field Test)

oHands on QTEL methodologies and Strategies

oScaffolding for ELLs

oTiered Vocabulary for ELLs April 8th, Testing tips for ELLs; May 6, NYSESLAT format.

The ESL pedagogue attends professional development workshops throughout the school year. These workshops are geared to increase the teacher's toolbox of ESL strategies and provided by the both the network and OELL. Since we are a middle school we ensure that our students are prepared and knowledgeable about the transitioning to highschool. We make sure that all letters sent home regarding the application process are available in appropriate languages. We also have both a curriculum orientation and meetings for parents offering information about the transitions process. There are always interpreters available at all these meetings.

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?

A large percentage of ELL parents of students who attend MS 061 are not proficient in either written or spoken English. Consequently, a definite need has arisen that parents need translated notifications, letters, and other forms of written communication to be effectively included and involved in these school community activities. In turn, oral translators are a necessity/priority when parents attend meetings, activities, and parent/teacher conferences. These findings were classified through surveys and the School Leadership Team, PTA meetings, parent coordinator, and faculty. MS 61 offers the following programs to parents :

- Adult ESL classes
- Yoga
- GED program
- Meet the Staff Night
- Parent Orientation
- Swimming
- Family Workshop Teaching ELA and math
- Movie Night
- School Leadership Team
- Parent Coordinator Workshop
- Trips

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Dr. Gladstone H. Atwell

School DBN: 17k061

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Shannon Burton	Principal		10/25/13
Adriana Galvan	Assistant Principal		10/25/13
Ms. Ailene Thompson	Parent Coordinator		10/25/13
Ms. Hazel Courtney	ESL Teacher		1/1/01
	Parent		1/1/01
Mr. C. Boutros	Teacher/Subject Area		10/25/13
	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: 17k061 **School Name:** Dr. Gladstone H. Atwell MS

Cluster: 1 **Network:** 110

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.

MS 61 has received funding to pay accepted translators to transcribe notifications and on-going events into various languages. The primary translations are done in Haitian Creole and Spanish. However, this funding is not used for material/notifications that have been translated by DOE central office. As a result, the parent co-coordinator has been greatly aided through the availability of this funding, and the non-English speaking parents are better-included and informed about events/general information about the school community.

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.

At least 50% of ELL parents are not proficient in either written or spoken English. Consequently, a definite need has arisen that parents require translated notifications, letters, and other forms of written communication to be effectively included and involved in these school community activities. In turn, oral translators are a necessity/priority when parents attend meetings, activities, and parent/teacher conferences.

These findings were classified through the School Leadership Team, PTA meetings, parent coordinator, and faculty. Money for translations and translators has been met by the school budgets in Galaxy.

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.

Oral interpretation(s) will be provided on an ongoing basis from the in-house staff and parent volunteer(s). These people will be available during school hours, after-school activities, and parent/teacher informal/formal meetings. A parent/staff survey is planned to ascertain the oral/written capabilities of staff and parent volunteers

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

The school provides ongoing oral/written translations/translators by in-house school staff and parent volunteers.

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>.

- * Notifications and parent letters will be translated by teachers / volunteers
- * Will use available OELL translation of brochures, notifications, etc.
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- * Will use available OELL translation of brochures, notifications, etc.
- * School will contact OELL Interpretation Services for standardized content area test if there is not pedagogue available who can translate according to NYS Mandates
- * Survey to staff and volunteer parents will aid in the identifications of which languages are spoken within the school community
- Information will organize the availability of these translators
- Use of ATS Home language reports will indicate which different languages are spoken by the families of the entire student body.

This information will clarify if any outside translators are needed and create a wider pool of parent volunteers
School will contact OELL Interpretation Services for standardized content area test if there is not pedagogue available who can translate according to NYS Mandates.

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 - * Use of ATS Home language reports will indicate which different languages are spoken by the families of the entire student body.
- This information will clarify if any outside translators are needed and create a wider pool of parent volunteers.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: MS 61	DBN: 17k061
Cluster Leader: Christopher Groll	Network Leader: Roxan Marks
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: At MS 61, there are 69 ELLs in the 6th/7th/8th grades. There is a Haitian-Bilingual 8th grade class. The Title III program will be held after school from 3:15 to 5:15 (2 hours/day) and the sessions will take place 2x/week (2x2 hours=4 hours/week. Two teachers (math and ELA) will teach 4 periods/week (2teachers=4 hours x 2 days/week=8 hours of instruction/week). The program will run for 23 weeks, it will start in November and end in May. The language of instruction will be English with native language support. As a result, each teacher has 2 sessions per day (Tuesday and Wednesday). Each student has a session of ELA and a session of math per day. Both teachers are certified Bilingual (Haitian Creole) who can communicate in other languages. They are quite familiar with the important ESL methodologies and strategies that are necessary to teach content areas to ELLs. There are 36 ELLs who speak Haitian Creole and 14 students who speak Spanish. The remaining ELLs are a combination of Chinese, Arabic and various African languages. 46 ELLs are newcomers (0-3). 21 are SIFE students. There are ten 4 to 6 year ELLs.

Some of the SIFE students did not take the ELA test last year because they had been in an English language system for less than a year, but they will take the NYS ELA test in the Spring. Moreover, these students took the NYS Math test last year. Title III program will be offered to all ELLs. This includes the 12 special education ELLs.

Materials will include Milestones/Visions/Side by Side, etc. Supplementary instructional material will include Achieve 3000, Starfall, BrainPop, Acuity, etc. Where possible, translated texts will be used. Native Language (NL) support through the use of Bilingual dictionaries and glossaries, are available and encouraged. The school is still reviewing material specifically for SIFE students. These materials will include phonics for newcomers and the Wilson program.

In Math, students are in small group based on their need in a particular skill area. Therefore, there are groups in which students who are learning beginning division (one digit) another is learning to divide fractions and mixed numbers; and other groups are solving problems with polynomial. Advanced students will concentrate on Algebra and geometry. Skills; using angles and estimating. Textbooks are "Math Advantage", teacher generated worksheets; and computer generated material.

ELA sessions especially use Brain Pop and Achieve 3000 (Teen Biz) Teacher focuses on the basic grammar; linking ideas and translating these images into words (writing); Thematic unit for February; Animal in Action materials; "Exploring Your World." using materials that are appropriate for ELL's.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: The Title III teachers are highly qualified teachers who understand the value of ESL methodology in the classroom. They are familiar with QTEL methodology and have taken workshops in this approach and other ESL methodologies. In turn, Mrs. Marvin, the ELS Coordinator a certified ESL will provide turn-key workshops/PDs to the various teachers of ELLs and other staff members through Data Inquiry Team meeting, Common Preps, Professional Development Days, etc.

These sessions will be held on a bi-monthly basis for common prep periods for grades 6th/7th/8th. Data Inquiry, morning PD sessions, etc are held once per quarter. Individual congruence sessions are by mutual appointment between teacher and ESL. These sessions will cover various topics based on the needs of specific teachers/students.

Topics will include:

SIFE students

BICs and CALP

ELL testing modifications

Academic English for ELLs

Effective Graphic organizers for ELLs Four Modalities of Language

Language Acquisitions

LAB-R, ELL periodic Assessment, and NYSESLAT (Operational Test and Field Test)

Language Acquisition

LAB-R, ELL periodic Assessment and NYSESLAT (Operational Test and Field Test)

Hands on QTEL methodologies and Strategies

Scaffolding for ELLs

Tiered Vocabulary for ELLs

Meetings: November 6 ELLs in General Education Classes; January 4, SIFE Students; March 13th, ELLs; April 8th, Testing tips for ELLs; May 6, NYSESLAT format.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: Parent workshops are important to include the ELL parent into the general school community. All parents (including ELLs) were invited for training in perusing the ARIS portal. All parents including the ELLs will be invited to all trips. All ELLs in the school are presently registered on Achieve 3000 program. This program has a parent component. Mrs. Marvin, the ESL Coordinator/teacher will present these workshops. Translators will be available. Notifications in English, Haitian Creole and Spanish are sent to parents. Translations are done by a pedagog. Translated Auto-Dial announcements of workshops and other activities are sent to parents before the workshops and other activities take place.

One hour workshops will include:

- Math: Shopping for Holidays
- ELA: What Methods Work Best for ELLs: Effective Academic language for ELLs
- General: Testing/Graduation and Promotional Policies
- General: What are ESL, Bilingual and Dual Language Programs
- What is Achieve 3000?

Meetings: January 3rd, March 21st, May, 15th, 2013.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL		