



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: CHARLES O DEWEY
DBN (i.e. 01M001): 15K136
Principal: ERIC R. SACKLER
Principal Email: ESACKLE@SCHOOLS.NYC.GOV
Superintendent: ANITA SKOP
Network Leader: ELLEN PADVA

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
Eric R. Sackler	*Principal or Designee	
Gordon Baldwin	*UFT Chapter Leader or Designee	
Giseela Jarquin	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Kara Youngs	Member/ Teacher	
Tanisha Pearson	Member/ Teacher	
Lindsey Smith	Member/ Teacher	
Michael Maranda	Member/ Teacher	
Margarita Papalotzi	Member/ Parent	
Francisca Ixtlilca	Member/ Parent	
Margarita Cajasaca	Member/ Parent	
Veronica Diaz	Member/ Parent	
Alberto Saucedo	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 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

Priority Schools Only

	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 15K136

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	487	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	12
Types and Number of Special Classes (2013-14)					
# Visual Arts	14	# Music	8	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	86.3%	% Attendance Rate			91.1%
% Free Lunch	92.2%	% Reduced Lunch			3.3%
% Limited English Proficient	46.6%	% Students with Disabilities			23.5%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American			1.6%
% Hispanic or Latino	86.7%	% Asian or Native Hawaiian/Pacific Islander			6.4%
% White	5.1%	% Multi-Racial			0.2%
Personnel (2012-13)					
Years Principal Assigned to School	5.86	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			11.1%
% Teaching with Fewer Than 3 Years of Experience	18.8%	Average Teacher Absences			6.2
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	5.1%	Mathematics Performance at levels 3 & 4			2.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			30.9%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			64.5%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
Addressed challenges as highlighted in the 2011-2012 QR and the DQR in 2012-2013. Was collaborative with staff, parents and administrators.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Working on higher level of expectations on the part of staff, goal setting for students and staff, and consistency of instruction. Continued work required to improve parent participation.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Ensuring all staff (or at the least the majority) were on-board with necessary changes. A transient population with increasing percentage of ESL and Special Needs students along with the implementation of the new common core and teacher evaluation systems and the change in the standardized state tests.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We were successful to a large degree moving forward across the board on our goals.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
N/A			
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.			
Major barriers that we see to be a yearly challenge are a transient population, programming restrictions based on contracts, larger ELL population, Special Needs population, and staff resistance.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Have students show growth by 10% on State-wide exams between levels.			
To further track and document Language Acquisition across all content areas.			
To further assess specific RTI methods ensuring validity of interventions used.			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders communicate through email, memorandums to staff and community through Data-cation (Pupil Path), the parent coordinator, letters mailed and backpacked home, planned events, translation devices, professional developments, and automated voice messaging system			
Describe your theory of action at the core of your school's SCEP.			
Improve instructional practice by deepening staff's process of language acquisition, higher expectations, and multiple entry points for all learners.			
Describe the strategy for executing your theory of action in your school's SCEP.			
By infusing critical CIE points; specifically, evidence in argument, vocabulary, and language acquisition using some SIOP strategies, The Leader in Me Process, Technology, and integrated project based learning across all content areas.			
List the key elements and other unique characteristics of your school's SCEP.			
Embedded and transformation TEQ training provided for all staff members, one-to-one ratio laptops for every student, deeper understanding of Robotics, The Leader in Me program, Promethean Active-tables, ELL student population, and extensive ecology trips.			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
Providing staff and parent's surveys (beyond the mandated environment survey), received a high B (65.1) on the 2012-2013 progress report, and that the school exceeded the state requirements for growth as a priority school.			

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).

Build systems to regularly evaluate coherence between curricular and instructional practices and assess quality of school culture to support alignment to the CCLS.

Review Type:	DQR	Year:	2013	Page Number:	4, 5	HEDI Rating:	Developing
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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	X	2.3 Systems and structures for school development
	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, classroom observations will demonstrate all teachers have implemented CCLS, digital literacy, STEAM, and STREAM across all grades framed by the school's instructional focus resulting in higher student achievement.

Instructional Strategies/Activities

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

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

1. Using data, develop a strategic school plan with a clear instructional focus grounded in the CCLS and CIEs including benchmarks, interim assessments, professional development, regular reflection, specific STEM (STEAM and STREAM) professional developments, and revisions as needed as per our reflections.
2. Deepen the school's capacity in use of data to continue to create multiple entry points for targeted subgroups
3. Deepen teacher teams in protocols and progress monitoring and create a professional development plan that supports the school's instructional focus in all content areas
4. Ensure that all school leaders and staff have professional responsibilities, and expectations with benchmark assessments and opportunities for revision and reflection

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

1. Principal, asst. principals, coach/lead teachers, lighthouse team, network support staff
2. Principal, asst. principals, coach/lead teachers, lighthouse team, network support staff, all teachers
3. Principal, asst. principals, coach/lead teachers, lighthouse team, network staff
4. Principal, asst. principals, coach/lead teachers, and lighthouse team

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

1. Regular instructional cabinets and lighthouse team meetings to monitor the progress of the school's Gant Chart, Advance EXCEL spreadsheets of observation cycles, midyear walkthrough, synchronizing curriculum to cloud accounts, and monitor choices made on high school applications beyond the traditional norms.
2. Implementation of Datacation, staff trainings, further ICT professional development opportunities, use of UDL and KUD planning.
3. Employment of full time math, literacy, ESL lead teacher/coach, and part time Science Lead in order to expand on team structures, monitor on site and off site professional plan and teacher progress. Use particular protocols to monitor student work products and assessments that affect course grades.
4. 100% of leaders and staff have met with the principal to set expectations

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

1. Start August, 2013. Instructional Focus created by October, 2013. Ongoing through June 2014.
2. Start: August, 2013. Ongoing through June, 2014
3. Start, September, 2013 ongoing through June, 2014
4. Start: September, 2013. End. October 2013

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

1. Data collection, disaggregation, use of inquiry in Cabinet meetings further the instructional focus based on the needs of subgroups
2. Enlist consultant support in use of Datacation, Success maker, I Lit, and TEQ for all staff members ongoing throughout the year.
3. The lead teachers/coaches along with administration will work across content areas and grades to align classes in coherent instructional practices. The network will provide additional coaching, reviews, and reflective feedback.
4. Administration will create a schedule of meetings including start of the school year, midyear, and end of year conferencing around the expectations which are framed by the school instructional focus

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

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

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

Strengthen instructional practices across all classrooms, that articulates a common belief so that all students engage in lessons with appropriate extensions and scaffolds that deepen their learning

Review Type:	DQR	Year:	2012	Page Number:	4, 5	HEDI Rating:	Developing
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Tenet 3: Curriculum Development and Support

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

X	3.2 Enact curriculum		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, rigorous tasks and integrated project based assignments aligned to the instructional needs of all students will be implemented in all content areas resulting in an increase in student progress.

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. Common language around a coherent curriculum that supports the implementation of CCLS: Engage NY and CMP3 for Math / Expediential Learning for ELA, and The Leader in Me Process.

<ol style="list-style-type: none"> Professional development to deepen teachers' understanding and use of multiple entry points Train teachers in effective SIOp strategies, tracking Language Acquisition assessments, and extensions to support our English Language learners subgroups Continually monitor and assess classroom practice beyond Danielson Strengthen digital literacy across all classrooms
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Principal, asst. principals, coach/lead teachers, lighthouse team Principal, asst. principals, coach/lead teachers, all teachers Principal, asst. principals, coach/lead teachers, all teachers, network staff Principal, asst. principals, coach/lead teachers, talent coach, network support staff, Teq support staff Administrators, coach/lead teachers, Teq teacher trainers / consultants
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Regular unit monitoring throughout the year by school leaders and Lead Teachers Teacher participation in teacher teams, professional development opportunities, and inter-visitations. Further SIOp training, professional development on interventions and assistance from the network to monitor and assess practices Regular cycles of classroom observations, classroom inter-visitations, walkthroughs by the cabinet, network specialists, and principal leadership mentor will provide feedback to the coaches/lead teachers and staff. Embedded Teq training, embedded digital literacy in lesson plans, technology team walkthroughs, and assessments.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> Start August, 2013. Start: August, 2013. Ongoing through June, 2014. Start, September, 2013 ongoing through June, 2014. Start: August, 2013. Ongoing through June, 2014. Start: September, 2013. Ongoing through June, 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Data collection, disaggregation, use of inquiry in cabinet meetings that informs best use of curriculum and research based strategies that promote higher-order thinking skills and college and career readiness in academics. Provide asst. principals, coaches/lead teachers, and teachers with opportunities for professional development, implement instructional rounds, and inter-visitation schedules to create a clear and focused school professional development plan. Implement and reflect on the use of the CAT tool (Stanford research based assessment tool) to track language acquisition for all students. Follow a consistent plan of regular cycles of classroom observations using the Danielson's <i>Framework for Teaching</i>. In-house DOE technician inventory all technology, assess staff capacity and needs, consult with embedded Teq trainer, and the network technology support. Regularly monitor instruction for appropriate use of technology that supports digital literacy, college and career readiness.

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	X	Title III	X	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		X	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments			PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI			PF Supporting Great Teachers & Leaders			

Goal and Action Plan #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).

Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research based, common teaching framework and is aligned to curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

Review Type:	DQR	Year:	2013	Page Number:	4, 5	HEDI Rating:	Developing
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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, all teachers will demonstrate evidence that classroom lessons are informed by assessments to further implement strategies that address the instructional needs of all students.

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. Deepen teachers' understanding of identification of subgroups, monitoring, and revising lessons accordingly
2. Utilize Danielson's *Framework for Teaching* as a driver to develop teacher pedagogy
3. Deepen teacher's understanding of rigorous tasks, revising rubrics, and looking at student work together
4. Deepen teachers' understanding of effective group instructional practices
5. Deepen the school's work in RTI, KUD, and UDL

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

1. School leaders, coaches/lead teachers, all teachers
2. School leaders, coaches/lead teachers, all teachers
3. School leaders, coaches/lead teachers, all teachers
4. School leaders, coaches/lead teachers, PLCs, network support staff
5. School leaders, coaches/lead teachers, SBST, PLCs, AIS coordinator, network professional development specialists

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

1. Beginning, midyear, and end of year meetings with individual teachers
2. Regular cycles of teacher observations, tracking teacher progress regularly
3. Regular check-ins at team meetings, tracking teacher progress regularly
4. Regular PLC meetings, monitoring by coaches/lead teachers, and school leaders
5. Yearlong monitoring by school leaders, coaches/lead teachers, AIS coordinator, and network RTI coach

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

1. Start August, 2013. Ongoing through June, 2014
2. Start: August, 2013. Ongoing through June, 2014.
3. Start, September, 2013 ongoing through June, 2014.
4. Start, September, 2013 ongoing through June, 2014.

5. Start: September, 2013. End. Ongoing through June, 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Data-cation, SuccessMaker, IReady, PLCs, and network support team
 2. Schedule of observations, school professional development plan created and monitored by administration
 3. Schedule team meeting time, schedule pd, create a pd plan, trainings for the asst. principals and coaches/lead teachers
 4. Team meeting scheduled time, cabinets used for instructional practice, walkthroughs, and visits by the talent coach
 5. SBST meeting time scheduled, external professional development time scheduled specific to RTI tiers of intervention for all staff members.

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.

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

Few teachers, working with key sub-groups, such as Hispanic and Special Education students, ask questions that are cognitively demanding in order to move student thinking, or provide them with opportunities to engage in student to student discourse or leadership and personal growth opportunities.

Note the DQR did not address Social emotional developmental Health

Review Type:	DQR	Year:	2013	Page Number:	4, 5	HEDI Rating:	Developing
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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.

X	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, the school develops systems to identify subgroups of students at risk but will provide all students with social and emotional supports as evidenced by a successful implementation of a school wide behavioral management system

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. Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students
2. Utilizing data and disaggregating data to monitor all systems that support student social and emotional health.
3. Hiring a new school counselor to work with teachers, the attendance teacher, SBST, deans, AIS coordinator, and parent coordinator to address absences and lateness

4. Further engage families and Youth Officers in the process of provide information and trainings for families in the importance of attendance in the academic progress of their children.

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

1. Principal, asst. principals, Lighthouse team, and all staff
2. Principal, asst. principals, CBOs
3. Principal, asst. principals, parent coordinator, Title 1 team
4. Principal, asst. principals, attendance team, all staff, SSA, and the 72nd precinct

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

1. Daily ATS reports monitored by the Principal, deans, AIS coordinator, and weekly attendance team meetings
2. Daily/weekly tracking of individual students
3. Daily/weekly tracking of individual students
4. Tracking parent involvement at school activities, surveys, open school, and student progress. Monitoring of RTI team weekly meetings.

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

1. Start August, 2013.Ongoing.
2. Start: August, 2013. Ongoing through June, 2014.
3. Start, September, 2013 ongoing through June, 2014.
4. Start August, 2013.Ongoing.

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

1. Structured attendance team and meetings, afternoon intervention, daily monitoring, use of network attendance teacher for support with parent outreach, semester progress reports to parents, College and career readiness standards implemented in all classes, and RTI interventions.
2. Incentives: Student Lighthouse team, NJHR, leadership roles, trips, celebrations, and award certificates
3. Calendar of events for families, semester progress reports sent home, college and career readiness planning, and high school articulation breakfast sessions.

Budget and Resource Alignment

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

	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	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
	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).

Increased Parent Participation

Review Type:	School Survey	Year:	2012	Page Number:	5	HEDI Rating:	Developing
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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	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 In the 2013-2014 NYCDOE School Survey Report, parental response rate will increase 10%

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. Planning and implementation of a Family outreach plan
2. New Parent Orientation/Family Night/Open House/BBQ for all Dewey community members
3. Monthly implementation of parental offerings
4. Two Leadership Day Celebrations
5. NJHS and Honor Roll recognition events

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

1. Principal, assistant principal, parent coordinator, AIS coordinator, deans, guidance counselor, CBOs, teachers, and the Student Lighthouse team.
2. Principal, assistant principal, parent coordinator, teachers, CBOs, and students
3. Parent coordinator, CBOs, and selected staff members
4. Principal, assistant principal, Lighthouse team, Student Lighthouse team, parent coordinator, and all Dewey community members
5. Principal, assistant principal, and all Dewey community members

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

1. Completed Family outreach plan
2. Attendance and participation at Parent Orientation/Family Night/BBQ for all Dewey community members
3. Parental attendance and surveys at parent offerings
4. Parental attendance, participation, and assistance with coordination of the two events.
5. Parental attendance at Student recognition events

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

1. August-June, ongoing
2. Fall, Spring
3. Day time workshops, breakfasts, evening events
4. Spring 2014
5. Ongoing, September 2013-June 2014

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

1. Common planning time for Principal, assistant principal, parent coordinator, SLT, Lighthouse Team, and Dewey community members
2. Staff attendance at New Parent Orientation/Family Night/BBQ open house
3. Parent coordinator's planning and hosting of parent offerings
4. Staff and Student Lighthouse attendance Student recognition events
5. Promotion of the events by the Dewey community members

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

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

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

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

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

Program Goals

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

Students will show growth in Math and ELA levels (progress tracked on *SuccessMaker* and *i-Ready*) and on state exams in June 2014 (raw scores)

Activities

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

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

1. Successmaker, myON , Expeditionary Learning lessons, and targeted reading skills provide students with differentiated course work based on individualized assessments and monitored progress
2. I-Ready for mathematics offering an adaptive diagnostic, teacher-led, and individualized online instruction for a complete blended learning solution
3. iLit for SWD incorporating an individualized, instructional solution that is assessed and delivered on an iPad
4. The Leader in Me Program developing leaders with 21st century skills using an innovative, school wide model that enables educators to unleash each child's full potential.

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

1. Principal, Assistant Principals, RTI (AIS) coordinator and Coaches / Lead Teachers, CBO's
2. Principal, Assistant Principals, RTI (AIS) coordinator and Coaches / Lead Teachers, CBO's
3. Principal, Assistant Principals, RTI (AIS) coordinator and Coaches / Lead Teachers, CBO's
4. Principal, Assistant Principals, RTI (AIS) coordinator and Coaches / Lead Teachers, Lighthouse Team, Student Lighthouse Team, CBO's

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

1. Entire Student Population
2. Entire Student Population
3. All 12:1 Special Education classes (during ELA)
4. Entire Student Population

Budget and Resource Alignment

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

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

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

Community Partnerships

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

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

The Leader in Me Program and the Center for Family Life after school program provides ELT on the same programs for overflow students and during homework help

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

When 21st Century Sports And Arts receives funding they will work jointly with the CBO and the school in order to structure a program that is consistent with the school's instructional focus.

ELT Program Narrative

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

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

ELT Program is divided into 4 distinctive segments.

1. AIS after school on Mondays and Wednesdays for all students identified as on the cusp of approaching or meeting expectations, as well as, all students who failed to achieve level 3 or above on the State ELA and math exams. Students are divided by need and grouped in accordance with the UFT contract as modified by a school vote regarding group size. All staff are assigned students to work with using a variety of programs available to the school.
2. SES on Thursdays and Fridays. Teachers identified (licensed ELA/math teachers, as well as, teachers with experience working with English language learners, work with students in small group settings for 2 hours each day of tutoring in math and ELA using NY Ready test prep materials along with iReady and SuccessMaker. Teachers provide differentiated instruction and independent practice that build student academic abilities and confidence in test taking strategies. Both English and mathematics content presented combine instruction in fundamental skills along with development of higher-order thinking strategies.
3. Saturday ELL academy is taught by licensed ESL teachers that target newcomers but is open to all ELLs. This academy also fosters greater parental involvement at home and student attendance by offering an accompanying Saturday Adult ESL Life Skills class that is delivered in English and their native language.
4. Our CBO's supplement our after school program using school based programs and receiving professional development from school instructors to work with those students unavailable for our AIS program. Tutoring, life skills, and homework help is available daily, on site, through the CBO

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

Teachers use an integrated program of assessment and data driven instruction to reinforce the CCLS in ELA and math identifying standards in which students need additional support and practice in preparation for the state exams.

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

The program engages students with integrated projects and lessons drawing on science, social studies, and the arts content. Thematic, hands on activities provide all students with opportunities to see relationships between core subjects and deepen their academic knowledge.

D. Are the additional hours mandatory or voluntary?

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

N/A

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

Students identified as on the cusp of making a leap in proficiency level, as well as, students in the bottom third for math and ELA have been selected and offered services. The Pupil Personnel Team and AIS / RTI coordinator also identify students that would benefit from Tier 2 academic interventions. In conjunction with the Parent Coordinator, students are matriculated. Once students are signed up, participation is mandatory. Parents are notified immediately if a student is not in attendance.

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

	Yes	X	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

Inquiry Team to evaluate implementation and effectiveness.

Interim progress reports on Success Maker and I Ready chart progress of students identified on a monthly basis.

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.)
<p>ELA</p>	<p>Tier 1 is the core instructional program that is provided to all students by the general education teacher in a general education class. Tier 1 meets the needs of 70-85 Percent of the students. Instruction is differentiated and includes flexible grouping that meets the diverse needs of students in each classroom. In addition to providing Tier 1 intervention, Tier 2 supplemental instruction offers support in addition to the Core Instructional Program. Tier 2 Intervention groups consist of 3-6 students of who were not meeting the established literacy benchmarks for grades 1-4. Tier 2 intervention will be provided in 6 week cycles. Students will be assessed at the end of each 6 week cycle and a determination that is based on their assessment will be made to discontinue tier 2 services or to continue to receive Tier 2 services.</p> <p>Screening/Assessment The team will meet every 4-6 weeks to analyze and discuss the student data. The team will make decisions based on the data. Tier 2 students, who are 5 months to 1 year below grade level, have been targeted. The Fountas and Pinnel running record levels, Teachers College running record levels, letter sound recognition, sight words and ARIS data were used to determine the target population.</p> <p>Session Frequency:</p>	<p>Small group (Six Students-preferred when possible)</p>	<p>During the School Day Before and After School</p>

	<p>Targeted students will be supported 2-3 times a week for a total of 60- 90 minutes per week (30 minutes per session).</p> <p>Intervention Goals and Next Steps</p> <ul style="list-style-type: none"> • Students who have low Independent Reading Levels as per the Fountas and Pinnell will increase a minimum of 1-2 levels within a 6 week cycle. • Students who are in themed range Independent Reading Levels as per the Fountas and Pinnell or Teachers College Running Record will increase a minimum of 1 level within a 6 week cycle. • Students who are in higher independent reading levels as per the Fountas and Pinnell will increase their decoding, fluency, comprehension and vocabulary skills as measured by succesmaker and NY Test Ready and Nonfiction Passages. <p>Any student, who demonstrates insufficient progress after having completed 2 cycles of Tier 2Tier, will be referred to SIT (Student Implementation Team).</p> <p>Spreadsheets to record and monitor student progress will be designed</p>		
<p>Mathematics</p>	<p>Tier 1 is the core instructional program that is provided to all students by the general education teacher in a general education class. Tier 1 meets the needs of 80-90 Percent of the students. Instruction is differentiated and includes flexible grouping that meets the diverse needs of students in each classroom. In addition to providing Tier 1 intervention, Tier 2/Tier 3 supplemental instruction offers support in addition to the Core Instructional Program. Tier 2/ Tier 3 Intervention groups consist of 3-6</p>	<p>Small group (Six Students-preferred when possible</p>	<p>During the School Day Before and After School</p>

students that did not meet the established mathematics benchmarks for grades 6-8.

For these selected students, progress monitoring in the form of a written formative assessment will occur after every fifth lesson in the Do The Math intervention program. Students will also take a post assessment at the completion of a prescribed module. Students will be assessed at the end of each 6 week cycle and a determination that is based on their assessment will be made to determine if they have reached mastery of the skill prescribed and next steps. Academic intervention for Students in Special Needs and CTT and ESL programs will be provided. Extra support intervention will be given to these students using the Intensive Intervention Guide from the Go Math! Program.

Screening/Assessment

The team will meet every 4-6 weeks to analyze and discuss the student data. The team will make decisions based on the data. Tier 2 students were selected based on a qualifying score on The New York State Mathematics 2013 Test. The students selected had a high level 1 score in a test at grade levels 5, 6 and 7. Targeted students will be supported 2-6 times, each for a fifty minute session.

Ongoing conversations with classroom teachers and support AIS personnel will be vital in helping establish specific next steps in helping each child meet their individual goals.

Students who demonstrate insufficient progress after having completed 2 Tiers 3 cycles will be referred to SIT (Student Intervention Team).

	Spreadsheets to record and monitor student progress will be designed.		
Science	<p>Language Proficiency Program focuses on the development of Science Content through literacy based curriculum. Students explore and experiment science concepts and skills as they utilize reading and writing skills to make their predictions, observations, and conclusions. Non-fiction Science books are also used to augment science background knowledge and improve understanding of science concepts. Teachers of ELLs will employ strategies and activities that support second language acquisition and support the development of academic language skill</p>	Small group	During the School Day Before and After School
Social Studies	<p>Through the use of bibliographies, current events, articles and poetry, social studies concepts and skills are taught through the integration of literacy skills. Special attention to cultural traditions, Historical figures and map study will take place during each unit. Teachers of ELLs will employ strategies and activities that support second language acquisition and support the development of academic language skill</p>	Small group	During the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Guidance counselor and Lutheran Mental Health Clinic will provide individual and small group counseling to students in grades 6-8 that have been identified as having, emotional and social issues. Through play therapy, games and dramatizations students will be able to discuss their concerns and work out their problems. Close attention is given to the relationship of the student to other family members and their peers. Therefore communication with the parents and teachers of the targeted students is critical to the guidance</p>	Small group (as small as one to one as indicated)	During the School Day Before and After School

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

The school works closely with the CFN HR point in identification of highly qualified teachers. We attend DOE hiring fairs, utilize DOE tools, and work with universities to gather resumes and interview our prospective teachers. Our HR point supports us in ensuring our hires have the proper credentials. We require prospective teachers to conduct a demo lesson and attend our new teacher orientation prior to the start of school.

We support the retention of our teachers through continual professional development strategies both in teams and through individualized support as needed. The principal and the assistant principal works one-to-one with each teacher to identify areas of support and next steps with the teachers and create professional development opportunities as needed to demonstrate teacher growth and ensure that our teachers feel supported. We provide teachers with organizational supports such as calendars, and newsletters that keep them well informed. All teachers have access to supplies, computers, and state of the art technology (with trainings) so that their pedagogy is enhanced and supports all learners. We train teachers in behavioral strategies that support learners. We are committed to retaining our teachers and encourage them to participate in all areas of school life and we create team building events.

We provide tenure information for our untenured teachers. As required, new teachers are matched with mentors. We utilize network supports, as well, to identify high quality professional development opportunities and provide our teachers with current and research based models of pedagogy.

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).

All staff receives professional development that enables our students to meet Common Core State Standards. We employ the following strategies:

- Ensuring that our curriculum is in place; specifically unit plans, maps, pacing calendars, and assessment so that all faculty has the appropriate instructional focus
- Providing focused PD in CCLS in-house and utilizing network CCLS workshops in ELA and Math
- Engaging staff in PDs that focus supports for our subgroups
- Deepening teachers' understanding of using data to focus classroom instructional practice
- Sharing the school instructional focus with all stakeholders through sustained and formal professional development sessions
- Creating a structured and research based school Professional Development plan.
- Working with our network to identify and create high level professional development opportunities for all staff
- Vertical and horizontal supervision of grades and content areas by school leaders
- Conducting regular instructional rounds and the full implementation of Danielson's *Framework for Teaching* which informs teacher needs and tracks progress
- Implementation of weekly Instructional Cabinet where we continually monitor, assess, and revise our professional development plan as needed.

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.).

Identification of need based upon multiple sources of input then scheduled and spent based upon the schools SCEP and ongoing educational plan update.

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.).

N/A

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.

Teacher Team meetings

Departmental meetings

School Leadership Team

School Consultation Committee meetings

All teams report up through their lead teachers and coaches to the administrative cabinet (coaches/leads are part of the administrative cabinet) where assessments are discussed and decided upon

TA Schools Only

Use of Program Resources

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

Not Applicable

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).

Not Applicable

**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 15	Borough Brooklyn	School Number 136
School Name Charles O. Dewey		

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 Eric Sackler	Assistant Principal Sarah Monteleone/Humberto Perd
Coach Harriet Hoffman	Coach Megan Blase
ESL Teacher Lindsey Smith	Guidance Counselor Carmen Castro
Teacher/Subject Area Concetta Ortiz/Math	Parent type here
Teacher/Subject Area Sheref Hagazi/Science	Parent Coordinator Damaris Garcia
Related Service Provider Jessica Lovinger	Other Xin Rong/ESL
Network Leader(Only if working with the LAP team) Ellen Padva	Other Danielle Levine/ESL

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.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	5
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	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)	489	Total number of ELLs	214	ELLs as share of total student population (%)	43.76%
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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														
Discrete ESL class							3	3	3					9
Pull-out							1	1	1					3
Total	0	0	0	0	0	0	4	4	4	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	214	Newcomers (ELLs receiving service 0-3 years)	104	ELL Students with Disabilities	53
SIFE	25	ELLs receiving service 4-6 years	69	Long-Term (completed 6+ years)	41

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			0			0			0
Dual Language	0			0			0			0
ESL	104	15	10	69	10	23	41	0	22	214
Total	104	15	10	69	10	23	41	0	22	214

Number of ELLs who have an alternate placement paraprofessional: 2

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							54	72	63					189
Chinese							4	7	3					14
Russian														0
Bengali														0
Urdu														0
Arabic							4	2	4					10
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	62	81	71	0	0	0	0	214

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							12	36	26					74

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							7	14	23					44
Advanced (A)							43	31	22					96
Total	0	0	0	0	0	0	62	81	71	0	0	0	0	214

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	46	8	0	0	54
7	48	4	0	0	52
8	45	6	0	0	51
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	14	32	3	2	2	1	0	1	55
7	13	35	9	6	1	1	0	0	65
8	17	41	1	1	0	1	0	0	61
NYSAA Bilingual (SWD)									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	17	41	1	1					60
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	1		1	
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.

Every student is assessed using a research based online program, SuccessMaker which uses Fountas and Pinnell along with a baseline from Visions. The data shows that many of our ELL students (despite their levels on the NYSESLAT-if applicable) on average are reading 3 to 4 grade levels below. This data is expected for our newcomer and SIFE population but not our Advanced/Intermediate LTE students that come from an elementary dual or TBE setting. We are using this data, along with SIOP lesson plans in all content areas to support language acquisition, and the WIDA checklist aligned with ESL methodologies to scaffold their baseline skills in literacy. Therefore, further supporting them in navigating higher levels of text. We are doing the same for the advanced/intermediate(and recently proficient) students along with the CCLS grade level modules.

The Language Allocation Team evaluates the success of our programs for the ELLs by reviewing the data gathered from statewide testing. This data is reviewed throughout the school year (usually starting in September when NYSESLAT Data is available and in July when ELA-Reading data is available). However, this year our AMAO and NYS ELA data is inconsistent and the teams are unable to look at patterns or trends. For this year, anticipating that the exams will change again (new NYSESLAT scale, the introduction of the PARCC exam, and the citywide MOSL assessments) the Language Allocation Team has decided to include the Academic Intervention Specialist, the Reading Coach, the Math Coach, the ELL coordinator, the Parent Coordinator, the assistant principal supervising literacy/ESL, an ESL teacher, a Special Education Teacher, a Speech teacher, and a literacy teacher to evaluate the current baseline assessments that we administered in-house. Through our data findings so far, administration has created two separate professional learning communities to focus on specific data relevant to different ELL subgroups. We currently have one inquiry professional learning community focused on ELL learning. This group is comprised of an administrator, ELA Coach, ELL Coordinator, 2 ESL teachers, and a Math Coach. The focus lens from 2012-2013 school year was on navigating higher order texts and concepts in all content areas for ELLs. For true data research, the groups findings are null/void until there are three years of consistency on an exam. However, like stated before, until this happens, the team has decided that the target population will be tracked based on students reading on grade level (Fountas and Pinnell levels) and their progress on Pearson's Successmaker. The other group is focused on RTI and SWD ELLs with regard to ELAND. The group is looking at our target LTE subgroup that receives EngageNY Expeditionary Learning CCLS modules and/or Pearson's iLit online reading program. Each PLC turn-keys their findings with each other, administration and the staff to further drive academic achievement for our ELLs.

From 2012-2013 data, on the RLAT in ATS and ARIS, we have found that our incoming LTE sixth graders had a significant drop in the listening modality (between grades 2-5). This problem was not present with our 7th and 8th graders. We have also found that our newcomers who score proficient in the Spanish Lab and test Beginner on the English Lab usually progress at a higher rate than those who are not proficient in their native language. The advanced ELLs who were approaching the LTE level, reached a plateau on the NYSESLAT and became our target subgroup for ELAND evaluation. All ELLs consistently perform on a low level on the writing portion. Since students score lower on the reading and writing portion of the NYSESLAT, it is determined that more instructional focus and rigor on reading and writing modalities must be provided in the classroom.

After reviewing the current 2013 data, we have found that students who normally perform low in reading and writing excelled because of the focus lens on questioning techniques, sample writings in all content areas and delivery of instruction. This problem was present in 7th and 8th more than 6th, which resulted in holdovers on NYS ELA and/or Math for the advanced or LTE ELLs. All ELLs currently show low performance when it comes to reading and writing on the NYSESLAT. The focus is to continue to drive writing and vocabulary across all content areas with a focus on listening and speaking in ESL classes.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here:

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here:

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

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

Based on our Freestand model and the requirements of the common, we base line assess all students using a variety or research based tests. Then the certified ESL team, along with certified content specific teachers use the KUD and SIOP framework to scaffold each learning task from different entry points to support learning. Therefore, recognizing background knowledge of native language is important as per the understanding langaue initiative, the emphasis is on English academic language acquisition. The Assistant Principal and the ESL coordinator are also enrolled in the Stanford online course focusing on the Common Core State Standards for English ELA and Mathematics emphasize improving the quality of student-to-student discourse as a major feature of instruction. The Common Core State Standards for English ELA and Mathematics emphasize improving the quality of student-to-student discourse as a major feature of instruction. The new standards specifically describe the importance of students understanding the reasoning of others and engaging in meaningful conversations using evidence for claims. Yet this type of student-to-student discourse tends to be rare in classrooms. Common classroom activities such as whole class discussions, jigsaws, and think-pair-shares, can have the appearance of constructive interactions, but they often do not provide adequate opportunities for all students to engage in academically rich, back-and-forth dialogs. Therefore, pushing academic language development in English allows the student to develop in their native language as well.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here:

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

The ESL inquiry Team monitors systems and structures within our freestanding program by:

- Monitor curriculum maps, units, lessons plans and assessments for evidence of instructional focus during supervisory instructional rounds and provide feedback to school community and teacher teams.
- Monitor teacher effectiveness implementation for evidence of instructional focus during supervisory instructional rounds focused on examining low inference notes, alignment of evidence to rubric, quality of feedback, support provided and it's impact on future practice with emphasis on power competencies (1e, 1f, 3b, 3c and 3d)
- Reevaluate and adjust the instrcetional plan during each unit module beyond the mid-year school wide goal progress check-in to ensure that all students are successful.

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](#).)

At enrollment, the initial screening is done by a trained pedagogue (Harriet Hoffman (ESL certified) who presents a Home Language Identification Survey (HLIS)—translated in nine languages—to parents to determine what language the child speaks at home. This process also includes an interview in the parents' home language. At this time, the pedagogue also determines if the child has had 2 or more years of interrupted education. Then a SIFE oral interview is administered for a newcomer who is new to the New York City school system. SIFE oral Interviews are conducted in the students native language as per DOE regulations through translators provided by the school(Chinese Translator,Mr. Rong, Arabic Translator, Mr. Hagazi) however, overseen by Harriet Hoffman .

- After the HLIS is collected, if Mrs. Hoffman determines that a language other than English is spoken in the child's home, a Language Assessment Battery- Revised (LAB-R) is administered if the child is eligible. Mr. Rong or Mr. Hagazi translate Chinese or Arabic HLIS with parents. This test establishes English proficiency. Students who score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Latino students are also administered the Spanish LAB-R. This information supports placement in the proper program. If a student is re-admitted to the New York City school system, both RESI and RLAT reports are generated to screen for prior testing history. If the child is determined SIFE then a trained pedagogue administers the Academic Language and Literacy Diagnostic (ALLD). The results of the exam are then entered online using the W-SERS system.

- The parent coordinator (Damaris Garcia) invites parents of ELLs to attend a workshop within a 10 school day window of initial enrollment. At this workshop the parent coordinator shows the mandated EPIC DVD, distributes translated Departmental materials (found at <https://schools.nyc.gov/Academic/ELL>) and services offered by the Translation and Interpretation Unit. Included are document translation and interpretation services, if needed. The parent also fills out a parent survey and program selection form. If a child scores below proficiency on the LAB-R, the parent is given an Entitlement Letter, Parent Survey, Program Selection Form and Placement Letter. Parents of a child who scores at or above proficiency are given a Non Entitlement Letter. Then Ms. Garcia and Mrs. Hoffman send home the parent survey, letter of entitlement and/or transitional letter if a parent can not attend the workshop to ensure parent choice. Ms. Garcia, Mrs. Hoffman, Mr. Rong and Mr. Hagazi call homes as a follow up to ensure that the entitlement letters, Parent Surveys and Program Selection forms are returned. Parents then choose a program after initial workshop and/or orientation that are provided at the school level. All returned forms are filed in the child's cum as well as grade level ESL binders.

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.

The parent coordinator (Damaris Garcia) invites parents of ELLs to attend a workshop within a 10 school day window of initial enrollment. At this workshop the parent coordinator shows the mandated EPIC DVD, distributes translated Departmental materials (found at <https://schools.nyc.gov/Academic/ELL>) and services offered by the Translation and Interpretation Unit. Included are document translation and interpretation services, if needed. If a child who scores below proficiency on the LAB-R, the parent is given an Entitlement Letter, Parent Survey, Program Selection Form, and Placement Letter. Parents of a child who scores at or above proficiency are given a Non Entitlement Letter. As stated in question 1, Ms. Garcia, Mrs. Hoffman, Mr. Rong, and Mr. Hagazi send home the parent survey, letter of entitlement and/or transitional letter if a parent can not attend the workshop to ensure parent choice. Ms. Garcia, Mrs. Hoffman, Mr. Rong and Mr. Hagazi call homes as a follow up to ensure that the entitlement letters, Parent Surveys and Program Selection forms are returned. Parents then choose a program after initial workshop and/or orientation that are provided at the school level. All returned forms are filed in the child's cum as well as grade level ESL binders.

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 [\[see tool kit\]](#).)

As stated in question 1 and 2, Ms. Garcia, Mrs. Hoffman, Mr. Rong, and Mr. Hagazi send home the parent survey, letter of entitlement and/or transitional letter if a parent can not attend the workshop to ensure parent choice. Ms. Garcia, Mrs. Hoffman, Mr. Rong, and Mr. Hagazi call homes as a follow up to ensure that the entitlement letters, Parent Surveys and Program Selection forms are returned. Parents then choose a program after initial workshop and/or orientation that are provided at the school level. All returned forms are filed in the child's cum as well as grade level ESL binders.

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.
After the HLIS are collected, Mrs. Hoffman determines that a language other than English is spoken in the child's home, administers a Language Assessment Battery- Revised (LAB-R) if the child is eligible, which is a test that establishes English proficiency level. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. This information supports placement in the proper program. If the child is determined SIFE then a trained pedagogue administers the Academic Language and Literacy Diagnostic (ALLD). The results of the exam are then logged online using the W-SERS system. Students are then placed based on testing results, age, and IEP mandates. Furthermore, Ms. Garcia, Mrs. Hoffman, Mr. Rong, and Mr. Hagazi call homes to follow up to ensure that any questions are answered for parents in their native language . If the child was admitted to NYC schools, RLAT and RESI reports are generated.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT is administered the same way as the NYS ELA and Math exam as per the NYS testing memo. The speaking is administered in a pull out manner, covering ESL certified staff to proctor and record each student in the mandated testing window adhering to the NYS testing memo guidelines. Based on our large ELL population, we lock down a wing of the school and administer each part of the exam separately. Taking into account all testing accommodations, for example, students who need a scribe, ICT students, DQR and QRA students. Students that are absent take the portion they missed during the make up window of time. The exam is kept in a secure, administrative location, packed and ready for pick up.
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. 
Participation in ESL programs across all grades is made possible by over 90% parent choice. Upon review of the Parent Surveys, we have noticed that the trend in program choice that parents have requested in the past have changed from a Transitional Bilingual (in our school) or Dual Program to a Free Standing ESL Program because of the Common Core Learning Standards. Therefore, the school has changed our programs to Free Standing ESL classes on each grade. At this time, they deem a Free Standing ESL program to be most appropriate for their children's academic success and preparation for the NYS ELA exam. However, they are informed that if 15 or more parents request for a Bilingual or Dual Language Program, then the school is required to comply with that request up to three continuous grades. We also understand that if parents do not return for the parent orientation and fill out the program request form, that the school would have to create a bilingual program by default if 15 students are of the same language on that grade.

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])?

There are 9 freestanding ESL classes across three grades. Our Freestanding ESL classes are taught in English using the CCLS modules from [engageny.org](#). All teachers providing ESL services are city and state certified and all content area teachers are trained to use the SIOP model throughout the 2013-2014 school year. The teachers providing ESL services for our SIFE students are trained in second language acquisition theory, ESL and sheltered methods, based on need, some classes have a bilingual para in the classroom that uses a translation device during instruction in reading and writing and content domains, as well as, cross-cultural communication. Teachers continue to monitor ELL student progress (e.g., student work, formal and informal assessments, test results, journals, Leadership Notebooks, WIDA checklist, etc.), and systematically adjust instructional planning based on a wide of the evidence and data gathered. Teacher Teams use the Tuning and ATLAS protocol when evaluating student work. Several content core teachers hold a QTEL and TOSEL certificate as well. Students are in a co-teaching environment for English instruction with two certified ESL teachers. All ICT classes have a SPED and content area, along with an ESL certified teachers for English instruction. The ESL freestanding ESL classes travel together as a group for the advanced and intermediate students. The beginners are homogeneously grouped based teacher monitoring and assessments in their native language. Therefore, all the beginner classes on each grade level are programmed at the same time for lateral movement based on progress. Teacher teams meet weekly, during school hours, to discuss formal and informal assessments, findings, and evaluate student work. They also meet weekly, during extended time, to then plan, add, or edit their lessons based on their findings. This also pertains to modifying the CCLS modules to meet the student's individual needs.

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)?

Students receive 450 minutes of ESL instruction on a weekly basis. Free Standing core curriculum classes receive The Leader in Me Program for successful teens (with a clear focus on the 7 Habits of Highly Effective Teens) as we also focus on each student's individual social needs for all LEPs. ESL instruction for advanced and Intermediate ELLs are aligned to state mandated ELA modules for CCLS with ESL methodologies which include WIDA, focusing on the development levels of all four language skills: listening, speaking, reading and writing. ESL instruction for the beginners is also aligned to CCLS. However, beginner instruction has more of a focus on building language acquisition using WIDA, ELD (English Language Development standards), Margarita Calderon's RIGOR program, Visions, and components of the state modules. Standard based lessons are consistently adapted to cover NYS Standard Skill based information in a way that is accessible and age-appropriate for all LEPs. To address the different student proficiency levels, differentiated instruction is practiced in all content area classes. Teachers create their lessons and units during common planning time based on formal and informal assessments of bi-weekly Fountas and Pinell reading levels from Pearson's SuccessMaker, along with RIGOR, Gates MacGinitie, Curriculum Associates i-Ready, an online curriculum creator called ATLAS, WikiSpaces, Evernote, and DropBox to drive differentiated instruction and keep the lines of communication open in all content areas. Teachers differentiate the lessons by rotating student groups, station learning, student centered, modified homeworks, modified tests, modified units, UBL in the classroom to maximize learning, and rubrics based on the previous days lessons and the performance of the students. The following instructional materials are being utilized: Visions, iXL, i-Ready, ExC-ELL Rigor (Benchmark Program), Keys to Learning, Rally, NY Ready, Passwords (vocabulary in social studies), Cicero (social studies software), Brainpop (science software), Wilson, WIDA, and Fountas Pinell reading baseline assessments. These materials utilize the simple five step process that improves vocabulary, comprehension, reading fluency as well as writing skills. These programs utilize the five step literacy routine which involves setting a schema, reading for information, demonstrating mastery, constructing meaning, and forming an opinion. Keys to Learning and Visions are textbooks that contain content based readings that incorporate scaffolding using a three pronged approach to meeting the standards: introduce, practice and assess. The student activity book reinforces state standards with practice and expansion of skills and content. In addition, each classroom contains a library that is culturally diverse, leveled and contains literature in different genres. Students have access to appropriate software aligned to standards-based core curriculum during the school day and at home for

reinforcement. All programs are used to promote language development, content area instruction, and build on their depth of knowledge. Instruction is designed to accommodate newcomers, intermediate students and advanced students.

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.

As stated in question 2: Free Standing core curriculum classes receive The Leader in Me Program for successful teens (with a clear focus on the 7 Habits of Highly Effective Teens) as we also focus on each student's individual social needs for all LEPs. ESL instruction for advanced and Intermediate ELLs are aligned to state mandated ELA modules for CCLS with ESL methodologies which include WIDA, focusing on the development levels of all four language skills: listening, speaking, reading and writing. ESL instruction for the beginners is also aligned to CCLS. However, beginner instruction has more of a focus on building language acquisition using WIDA, ELD (English Language Development standards), Margarita Calderon's RIGOR program, Visions, and components of the state modules. Standard based lessons are consistently adapted to cover NYS Standard Skill based information in a way that is accessible and age-appropriate for all LEPs. To address the different student proficiency levels, differentiated instruction is practiced in all content area classes. Teachers create their lessons and units during common planning time based on formal and informal assessments of bi-weekly Fountas and Pinell reading levels from Pearson's SuccessMaker, along with RIGOR, Gates MacGinitie, Curriculum Associates i-Ready, an online curriculum creator called ATLAS, WikiSpaces, Evernote, and DropBox to drive differentiated instruction and keep the lines of communication open in all content areas. Teachers differentiate the lessons by rotating student groups, station learning, student centered, modified homeworks, modified tests, modified units, UBL in the classroom to maximize learning, and rubrics based on the previous days lessons and the performance of the students. The following instructional materials are being utilized: Visions, iXL, i-Ready, ExC-ELL Rigor (Benchmark Program), Keys to Learning, Rally, NY Ready, Passwords (vocabulary in social studies), Cicero (social studies software), Brainpop (science software), Wilson, WIDA, ANCHOR reading workshop and Fountas Pinell reading baseline assessments. These materials utilize the simple five step process that improves vocabulary, comprehension, reading fluency as well as writing skills. These programs utilize the five step literacy routine which involves setting a schema, reading for information, demonstrating mastery, constructing meaning, and forming an opinion. Keys to Learning and Visions are textbooks that contain content based readings that incorporate scaffolding using a three pronged approach to meeting the standards: introduce, practice and assess. The student activity book reinforces state standards with practice and expansion of skills and content. In addition, each classroom contains a library that is culturally diverse, leveled and contains literature in different genres. Students have access to appropriate software aligned to standards-based core curriculum during the school day and at home for reinforcement. All programs are used to promote language development, content area instruction, and build on their depth of knowledge. Instruction is designed to accommodate newcomers, intermediate students and advanced students.

Our Freestanding component: Much like the breakdown for your SIFE instruction, teachers utilize ESL methodologies within the Fountas and Pinnell levels to meet the demands of the NYS ELA exam and CCLS modules. Current research-based ESL strategies of SIOP and WIDA checklist along with ESL methodologies are used in the classrooms. Each student keeps a Leadership notebook (portfolio) which is a goal based data collection system using DataCation (Skedula), work from the classroom, and any online system that contains reading and writing samples that are assessed daily. This provides the teacher and student with necessary language developmental support to meet each individual student language proficiency levels. The teacher celebrates and modifies each student's work throughout the year.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Based on our Freestand model and the requirements of the common, we scaffold each learning task from different entry points to support learning. Therefore, recognizing background knowledge of native language is important as per the understanding language initiative, the emphasis is on English academic language acquisition as per the citywide instructional expectations. See questions 8 under analysis for further details.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
See question 3
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).

Through our data over the years, we have found a trend that most of our student population is not proficient or at a low level in

their native language as well. Based on these findings, (using WIDA, Visions, RIGOR, NYSESLAT, ALLD, etc.) we use very similar ESL methodologies with differentiated strategies to reach each student. Whether they are a newcomer, labeled SIFE, 4 to 6 years, LTE, or proficient, we utilize the following steps to ensure that every child is learning:

1. Activate prior knowledge with a baseline assessment and a WIDA checklist. Once we analyze what prior information our students have, then we want to link the new information to what they already understand (build on their depth of knowledge). Not only can this stimulate student motivation, but it can also determine where to start instruction as well as lay out the next steps. Some strategies include: word associations, KWL charts, Frayer model, one-to-one conferencing using WIDA, and anticipation guides.

2. Provide a print rich environment. The walls are covered with lots of visuals that correspond to text (maps, charts, signs, posters with motivational phrases, the alphabet in print and script, etc.). Seek out appropriate lower-grade texts or texts that are written for a lower reading level, high interest, low ability books, native language materials, and bilingual glossaries.

3. Have the student write, illustrate, and record their own books, let them create their own picture dictionaries and flash cards, incorporate drama to act out events and stories, use interactive activities on a SMARTBoard, use manipulatives, reciprocal teaching, and teach to the multiple intelligences.

4. Direct Vocabulary instruction. When using new vocabulary or explaining new concepts, various graphic organizers are utilized such the Frayer Model and the Pave Procedure (Prediction-Association-Verification-Evaluation). The teacher has the child illustrate, rephrase, define in context, and simplify the explanation so as not to confuse the student. The teacher uses intonation and pauses for emphasis, and read alouds to ensure that they are hearing academic language daily.

5. To ensure understanding, the teacher asks higher order (probing) questions by avoiding Yes/No answers. Instead, ask that students summarize what they understood. Increase your wait time, because the student will need extra time to process the question, think of the answer, they find the words they need in English. The teacher provides multiple opportunities to demonstrate understanding (instead of writing: explain, act out, discuss, defend, draw, compare, predict, etc.). Emphasize formative assessment versus evaluative assessment and individualize what we ask the student to do. Portable translator devices are also in a few rooms to ensure understanding.

6. The teacher stresses the importance of social skills through the Leader in Me process that the student needs in order to interact productively with others. Through the NYS ELA modules on engageny.org, the teacher stresses the importance of being able to work in groups, taking turns, and encouraging one another to provide the foundation for higher-order thinking in collaborative groups. The teacher also looks at Habit 6 (Synorgize) from the Leader in Me process to push social interactions.

7. The teacher tries to build the native language content and literacy instruction in order to build on English. The teacher uses LeapFrog, RIGOR, Visions, SuccessMaker (during the week) and the ELL coordinator uses Rosetta Stone (during Saturday school). The SIFE student works on pre-reading, during reading, and post-reading strategies from the 6 shifts in literacy, WIDA, and ELD. Use of graphic organizers, the SmartBoard, Elmos, laptops, ipads, and Promethian Tables are very helpful to make learning visual and incorporate thinking skills that can be done without any writing. The teachers also incorporate morphology strategies, contextual analysis, cognate charts, co-op group language models and knowledge of cross-linguistic relationships. Also, by using reading logs and journals to incorporate reading and writing.

8. The teaching uses strategies that weave together language and content instruction, such as the SIOP model (Sheltered Instruction Observation Protocol), read alouds, and components of the TCRWP workshop (Teacher's College Reading and Writing Project). Teachers start with the concrete (if applicable, then formally assess the student's reading level by using Fountas and Pinnell) then build to the abstract. Try to relate material to students' prior knowledge and experience. What they don't have you can try to create for them through visuals or by using technology.

9. The teachers hold the students to high, yet realistic, expectations at the beginning of the year. This is done through creating student SMART goals (for SWD) and through their Leadership Notebooks for all students. The teacher then assists students in tracking their progress (or lack of) of their academic and personal goal. This is to empower each student to be responsible to reach their goals and to assess their effort to reach the goal. The student will strive to reach higher ones as the year goes on through celebrations (e.g., test grades, class shout outs, work on the "class fridge", featured gallery walks displaying the work, etc.). The teacher walks the student through the process of how to create the goal as to alleviate them to be too high that they give up. The teachers expect success for all students, supplies them with tools from the Leader in Me program, remains optimistic, and offers to help as needed. We know that through the Leader in Me process, language and academic scaffolding that every child will gain the self-confidence to be successful.

Supplemental programs for ELLs during the school week: Students who require extra help are mandated to stay for an extra 70 minutes a week for our period 9 (extended day program). Period 9 includes literacy and math tutoring, as well as homework help and additional instructional support in their native language if needed. Our LTEs and newly proficient ELLs will use Successmaker and i-Ready reading programs as an extension to the NYS CCLS modules. Vision, MyOn, and RIGOR program, for the newcomers/beginners and SIFE, will be administered for 5 hours and 30 minutes a week of reading intervention strategies and direct instruction targeting an ESL

growth in both language acquisition and academics. However, our baseline assessments and NYSITELL data shows that many of our newcomers/beginners are not proficient or on grade level in their native language which hinders their English academic language. The example program above is an intermediate/advanced ICT ESL class. The ESL instruction is provided by a state certified ESL/Foreign Language teacher, a SWD certified secondary English teacher, and a literacy certified specialists. Based on the structure and the citywide initiatives focused on language development, our ESL/ELA classes are a push-in, pull-out, ICT environment that is an organic process which changes based on the SLO, RTI, or SMART goals as per the IEP. There are 7 freestanding ESL classes. The students travel together as a group by class. The core content instruction is general in 90 minute blocks (we are a shared space building which effects programing) for ELA and Math using components of TC workshop model framework. Our Freestanding ESL classes are taught in English. All teachers providing ESL services are city and state certified, some of them holding more than one state certification. The teacher providing ESL services for our SIFE student is trained in second language acquisition theory, ESL and sheltered methods, instruction in reading and writing and content domains, as well as, cross-cultural communication.

Students receive 450 minutes of ESL instruction on a weekly basis. ESL instruction for the intermediate (emerging and transitioning) and advanced ELLs is aligned to ESL and ELA state standards using Expeditionary Learning Common Core Modules. These modules include the development of all four language skills: listening, speaking, reading and writing, as well as access to higher order text. Standard based lessons are consistently modified to cover the most important information in a way that is accessible and age-appropriate for all LEPs. To address the different student proficiency levels, differentiated instruction is practiced. Teachers expand on the modules based on data from SuccessMaker, Gates Mac Ginitie, RIGOR, WIDA, i-Ready, Leadership Notebooks (SLO), and portfolio assessments to drive differentiated instruction. Teachers differentiate the lesson by rotating student groups, station learning, modified homeworks and/or rubrics reflecting on the previous days lessons and the performance of the students. The following instructional materials are being utilized: EngageNY CCLS modules, Visions, ExCELL Rigor (Benchmark Program), Keys to Learning, Rally, NY Ready, Imit, Passwords (vocabulary in social studies), Leader in Me Program, i-Ready, WIDA, Brainpop (science software), and components of the TC workshop framework. These materials utilize the simple five step process that improves vocabulary, comprehension, reading fluency as well as writing skills. These programs utilize the five step literacy routine which involves setting a schema, reading for information, demonstrating mastery, constructing meaning, citing evidence, navigating higher order text, close reading protocols, and how to cite evidence to support a claim. Keys to Learning and Visions are textbooks that contain content based readings that incorporate scaffolding using a three pronged approach to meeting the standards: introduce, practice and assess. The student activity book reinforces state standards with practice and expansion of skills and content. In addition, each classroom contains a library that is culturally diverse, leveled and contains literature in different genres. Students have access to appropriate software aligned to standards-based core curriculum and used to promote language development and content area instruction. All levels of instruction are designed to accommodate newcomers, intermediate students and advanced students.

Our Freestanding component: Much like the breakdown for our SIFE instruction, teachers utilize ESL methodologies within the EngageNY Common Core Learning Standards and the Citywide Instructional Expectations to meet the demands of the NYS ELA exam and the future PARCC exam. Language acquisition is harder to track. All content area teachers try to scaffold native language content and literacy instruction in order to build on English and academic language. Since there are two teachers per class, each one takes turns assessing and recording speaking responses during student centered work. This would be more appropriate to show progression than a standard set of speaking questions. The new NYSITELL is supposed to mimic NYSESLAT, which would be the basis for our new entrants regarding all modalities. The department then visually charts growth using new proficiency standards (WIDA) combined with forms of Visions assessment quarterly to record growth as well. The SIFE and SWD ELL population works under the same guidance but with more emphasis on read alouds, pre-reading, during reading, and post-reading strategies from the 6 shifts in literacy, WIDA, and ELD. Along with the use of graphic organizers, Frayer Model, Language Objectives, SmartBoard, Elmos, laptops, ipads, and Promethean Tables to ensure that learning is visual to support native language and incorporate thinking skills that can be done without any writing. Also, by using reading logs and journals to incorporate reading and writing. Current research-based ESL strategies, methodologies and SIOP are used in the classrooms. Each teacher keeps a portfolio and data-folio on Skedula that contains reading and writing samples that are assessed periodically. This provides necessary language developmental support to meet the individual student language proficiency levels.

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
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.



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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.

Targeted Intervention

Literacy:

- For all SWD ELLs, ESL teachers work with the students that are not currently sitting in a free standing class to ensure that they receive the hours needed for ESL services. The teacher tracks student progress (calls in mandated hours of service if needed) and articulates with other ESL teachers, ELL coordinator, the Literacy coach and the classroom teachers of the child.
 - Based on the recent NYS ELA exam and our student population, we have several after-school and Saturday programs focused on literacy and mathematics instruction targeting level 1 students. They work in groups no larger than 15 and will focus on developing basic math and literacy skills. Appropriate math and literacy games will be incorporated into the programs. Teachers and students will use supplemental materials and manipulatives to teach and learn.
 - Students with interrupted formal education (SIFE) and long term ELLs are offered placement in an on-site ELL Saturday program, which provides extra enrichment in preparation for the NYSESLAT exam and extended ESL services after-school. Portable translation device if needed. ELLs with SWD are also reviewed by the SBST team and the ELL Coordinator, as per the ELAND, to decide if the student needs further RTI with regards to their language acquisition or learning deficiency.
 - Upon reaching the proficiency level, students are then transitioned into a mainstream general education class but are still provided two years of continued ESL services with testing modifications.
 - Content area teachers allow glossaries, thesaurus.com, dictionary.com and translators for ELL students while instruction is being given and for formal testing to ensure that services are provided. This will help to reinforce fluency and ensure student learning.
 - Freestanding ELLs keep journals and portfolios in ELA/ESL to further drive instruction.
 - Differentiated instruction is in all Freestanding classrooms with supplemental materials. For example: Leap frog for listening, Brainpop for visual and listening, silent and read alouds for reading, visions for comprehension and fluency, RIGOR for site and transition word development, shared text for fluency, Passwords for direct vocabulary instruction, stamina and guided lesson on reading/writing with the teacher.
 - Students who have scored proficient on the NYSESLAT exam are still given two years of ESL services in extended day, including, but not limited to testing accommodations.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We are still in the beginning stages of evaluations as our advanced and intermediate students level of instruction is through the use of Expeditionary Learning modules as per the NYS CCLS. Although, teachers are further developing content and language objectives within the modules and WIDA checklists.
11. What new programs or improvements will be considered for the upcoming school year?
- Based on the ESL inquiry Team monitoring system and structure on the following and the NYS exams will determine the upcoming school year improvements:
1. Monitor curriculum maps, units, lessons plans and assessments for evidence of instructional focus during supervisory instructional rounds and provide feedback to school community and teacher teams.
 2. Monitor teacher effectiveness implementation for evidence of instructional focus during supervisory instructional rounds focused on examining low inference notes, alignment of evidence to rubric, quality of feedback, support provided and its impact on future practice with emphasis on power competencies (1e, 1f, 3b, 3c and 3d)
 3. Reevaluate and adjust the instructional plan during each unit module beyond the mid-year school wide goal progress check-in to ensure that all students are successful.
12. What programs/services for ELLs will be discontinued and why?
- The ESL inquiry team is looking at possibly discontinuing the use of RIGOR for our newcomers. We are still in the evaluation stage as we want to compare last year's NYSESLAT data on those who used the RIGOR program against those that used the CC units of study. This data may also change depending on this year's growth using the CCLS Expeditionary Learning modules.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students at our school study hands-on, project based, cross-curriculum units using common core and career readiness

standards. The arts and technology play an intricate role in this process. Studio arts classes are classical training that involves observational drawing from objects, to color theory in painting, sculpture, art history, and photography. Towards the end of the year, students experiment with several forms of multimedia and are expected to design art based projects that are completely independent, with minimal direction. In technology art class, students utilize various technology systems (like: imovie, photoshop, Dell Movie maker, SideFX Houdini, ELMO, GoogleSketchUp, etc.) which will ensure that they are successful in any art form they choose. The Art Department's goal is to continue to present our students' work to the public and to promote professions in the arts. We now have a full time chorus teacher which allows the school to expand on the Art Department's goal. Over the years, Dewey students have been successful with several shows where they showcase multimedia artwork and perform. Many of which were through partnerships that were formed with NurtureArt, BRIC Rotunda Gallery, Chashama, Brooklyn Arts Council, Rock Band, Open Source and our in-house CBO Center for Family Life. Through these collaborations, students have participated in artist studio tours, art internships, art seminars, and workshops that connect them to artists in their community. Students that participated continue to show their work at Gala events in Chelsea, Downtown Brooklyn, Williamsburg, Park Slope and the Brooklyn Army Terminal.

See also question 6 under programming for academic supplements.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
See question above.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
See question 6 under data
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
See questions 1-6 under programming
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 hold a summer program for all new entrants to our school. However, our newly enrolled population comes within the first day of school or the first month. Therefore, they would only benefit from the afterschool, and Saturday programs. See programming for further details.
18. What language electives are offered to ELLs?
As stated in question 13 we offer several elective courses. However, based on the number of mandated ESL and content core state requirements, the electives are more assigned than selected.
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)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

We hold an orientation for parents and incoming 6th grade students during the summer months prior to the school year. We then try to match up incoming students with 7th and 8th graders or teacher mentors to alleviate the transition in middle school.

Our professional development plan is based upon the interpretation and analysis of ELL data which is based on Vison, NYS ELA, Successmaker, WIDA, Acuity, SIOP, ARIS reports, 2012-2013 blackline masters, Gates Macginitie, NYSESLAT, Expeditionary Learning modules, and RIGOR.

ESL/Literacy:

All ESL teachers are state certified

In addition, teachers will participate in professional development that focuses on

- incorporating ESL strategies into the EngageNY Expeditionary Learning modules.
- scaffolding instruction in literacy
- tracking language acquisition (WIDA)
- Implement RIGOR technology based programs to support language development for our newcomers.
- The Bilingual Common Core Framework
- New Language Initiatives
- CALLA

Mathematics:

Teachers will participate in professional development that focuses on

- scaffolding instruction in mathematics using CMP3 and EngageNY units of study
- the effective use of math strategy charts
- the effective use of word walls to support teaching and learning and SIOP lesson planning

The principal, assistant principals, SBST, RTI team, ELL Coordinator, Literacy Coach, Math Coach, and Parent Coordinator attend several ELL methodology focused meetings throughout the year. For example: the assistant principal, ELL coordinator, and Parent coordinator were an integral part of the AAELL (Promoting Partnerships Among Families, Schools and Communities: Accelerating Achievement for English Language Learners) cohort research group that helped to provide data to the document. All staff members participate in weekly professional learning communities (using ATLAS and/or Tuning protocols for looking at student work, Skedula, SIOP, Leader in Me, ELAND, WIDA, and CCLS) focusing on student intervention needs regarding language academic, formal assessments and emotional deficits. A support model has been developed so that all teachers target a similar population for academic intervention; all teams consist of general, special, and ESL pedagogues.

Several teachers in all content areas have attended a series of professional development through the NYC Office of ELLs, QTEL, and TSOL. We have been in contact with the offices of ELLs to look into in-house professional development to ensure that all teachers have the mandated 7.5 hours of ESL methodologies and have sent out information on the Intensive Teaching Institute I.T.I to our staff that offers a bilingual extension from participating universities that would ensure that more members of our staff are highly qualified to service our current student population.

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?

Middle School 136 has a wide range of parental involvement activities. We will start off the year with an open house for the community focusing on parent's legal and the school's legal responsibility with regard to NCLB and NYS mandates. The community will be allowed to walk around the school, meet teachers, meet important CBOs and free community outreach programs in the neighborhood. The night will wrap up with a community BBQ celebrating our diverse student community. Starting in November, we will provide Saturday morning parental programs that include parent workshops in technology (computer), art, math and ESL. Parents are afforded the opportunity to meet with school officials and teachers at least twice a year, as evidenced by a schedule, parent notices, attendance sheets, logs, agenda and interviews. The school parent coordinator establishes a partnership in a positive and welcoming environment within the school to help parents support the instructional program and services. The parent coordinator is actively involved in providing parents with parent advocacy in negotiating school related issues, bilingual guidance services and linkages with social services and community based organizations. Parents are encouraged to attend orientation sessions that address the plans and needs for our ELL population. In order to ensure effective involvement of parents and to support a partnership among the CBO (Center for Family Life), and the community to improve student academic achievement, through the following activities specifically described below:

- The school provides assistance to parents of children served by the school, as appropriate, in understanding topics such as the following. Undertaking and integrating the state's academic content standards in conjunction with the state's student academic achievement standards in a rigorous academic setting. The school will work with parents to provide meaningful communication and involve parents served by Title I, Part A program(s). The school will send home quarterly progress reports. The school will log all students into Pupil Path (Skedula's parent and students access) to review grades, upcoming assignments, anecdotal and progress reports. As well as logging in to ARIS Parent Link to access prior test scores and testing history.
- The parent component of our Saturday Program uses the From Home to School Series: Stories and Activities for Parents. This series takes into mind that the adult ESL learner is simultaneously leading the role of parent/family member. This program will help adult learners to develop reading fluency while inviting meaningful interaction related to everyday concerns parents have about school related topics.
- We are looking at adding supporting native language resource materials in our school libraries to add to the Saturday Program. This program will increase literacy skills for LEP/ELLs and support immigrant parents with materials on how to acculturate to school environment and access social support services.
- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by offering training session when appropriate for parents and providing and disseminating materials. M.S.136 will also build schedules for parent/teacher conferences that will enable parents to work with their children to achieve academic success. The school will provide a warm and supportive climate.
- The school will, through the Leader in Me process empower its teachers, pupil services personnel, and other staff, on how to reach out to, communicate and work with parents as equal partners, in the value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by providing professional learning opportunities on communicating with parents. As well as analyzing parental involvement evaluations with school personnel and setting goals related to the feedback provided by the parents through the evaluation process. This includes an ongoing dialogue with the PTA committee and other pertinent personnel.
- The school may provide an interpreter to provide information that needs to be communicated orally to parents.
- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible student consistent with section 1118-parental involvement of the elementary and secondary education act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children then displayed on Pupil Path's school calendar for all to access.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of

migratory children. This will include providing information and school report required under section 111- state plans of the ESEA in an understandable and uniform format and, including alternative formats upon request and, to the extent practicable, in a language the parent understands.

- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A, 1% set aside funds, are reserved for parental involvement .

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.

Planning in advance is always a problem as we are unable to access the NYS ELA scores on Acuity for incoming 6th graders because they were not a part of our 2012-2013 testing population. Therefore, it is difficult to ensure proper placement across the grade for an ESL class based purely on NYSESLAT and ELA level alone. Beginning of the year with a baseline assessment on reading and writing allows the school to use all forms of data to place the student properly. However, many students are shifted during the first month of school due to online systems not have accessible or incorrect data (ie. SESIS, ARIS, ATS, Acuity, Cap, etc.).

The PLCs also determined that data from the ELL periodic is not a true indication of how the ELLs will perform on the NYSESLAT because there is no writing component. Through our data collection, we have found that our ELL population are the weakest on inferencing, navigating text, research and data collection as per the Common Core.

Part VI: LAP Assurances

School Name: <u>Charles O. Dewey</u>		School DBN: <u>15k136</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	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: 15 School Name: 136

Cluster: 535 Network: cei-pea

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.

Our school retrieves data from the HILS, Emergency Contact Card, and an interview in the parents' home language to determine the language parent prefers to be contacted. Methodologies used: Translators from the DOE Language Translation and Interpretation Unit for Parent-Teacher Conferences as well as school personnel; School Messenger with translation capacity; phone translation with the DOE Language Translation and Interpretation Unit; letters are translated by Parent Coordinator, school personnel or/and Google Translate.

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.

One major finding is a deficient number of native language Arabic NYC DOE certified staff. Based on this, our school utilizes many of the DOE translation resources for Parent/Teacher conferences, create memos, progress reports or celebration documents in Arabic as we are unable to find a certified DOE staff member that can interpret or write documents. We recently hired a teacher who is proficient in speaking Arabic which supports the main office with oral translation. Unlike last year, we have an NYC DOE certified staff member who is proficient in Mandarin and Cantonese. Also, when we use online sources for either translation the words that are really hard to translate are frequently the small, common words, whose precise meaning depends heavily on context. As some words are untranslatable when one wishes to remain in the same grammatical category or sentence structure. The variety of online and phone services that we use also scramble the grammatical meanings much like Google translate. Therefore, we have found causes confusion on the parent or communities end when they receive any documents. Also, that the computer systems (DataCation, ARIS, ACUITY, etc) are only available in English. The school has reached out to the community through various organizations (Lutheran Medical, Center for Family Life, etc.), the Brooklyn Chinese-American Association and the Al Noor school to establish a relationship to assist with further translation services.

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.

The school has reached out to the community through various organizations (Lutheran Medical, Center for Family Life, etc.), the Brooklyn Chinese-American Association and the Al Noor school to establish a relationship to assist with further translation services. Along with two in-house certified DOE staff member that are fluent in Arabic, Mandarin, and Cantonese. Like stated before in part A, our school uses translators from the DOE Language Translation and Interpretation Unit for Parent-Teacher Conferences as well as school personnel; School Messenger with translation capacity; phone translation with the DOE Language Translation and Interpretation Unit; letters are translated by Parent Coordinator, school personnel or/and Google Translate.

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.

Continued use of translators, parent coordinator, and DOE services to meet our diverse population.

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>.

At enrollment, the initial screening is done by a trained pedagogue (Harriet Hoffman (ESL certified) who presents a Home Language Identification Survey (HLIS)—translated in nine languages—to parents to determine what language the child speaks at home. This process also includes an interview in the parents' home language. Then a SIFE oral interview is administered for a newcomer who is new to the New York City school system. SIFE oral Interviews are conducted in the students native language as per DOE regulations through translators provided by the school (Chinese Translator, Mr. Rong, Arabic Translator, Mr. Hagazi) however, overseen by Harriet Hoffman .

Mr. Rong or Mr. Hagazi translate Chinese or Arabic HLIS with parents. This information supports placement in the proper program.

The parent coordinator (Damaris Garcia) invites parents of ELLs to attend a workshop within a 10 school day window of initial enrollment. At this workshop the parent coordinator shows the mandated EPIC DVD, distributes translated Departmental materials (found at <https://schools.nyc.gov/Academic/ELL>) and services offered by the Translation and Interpretation Unit. Included are document translation and interpretation services, if needed. The parent also fills out a parent survey and program selection form. If a child scores below proficiency on the LAB-R, the parent is given an Entitlement Letter, Parent Survey, Program Selection Form and Placement Letter. Parents of a child who scores at or above proficiency are given a Non Entitlement Letter. Then Ms. Garcia and Mrs. Hoffman send home the parent survey, letter of entitlement and/or transitional letter if a parent can not attend the workshop to ensure parent choice. Ms. Garcia, Mrs. Hoffman, Mr. Rong and Mr. Hagazi call homes as a follow up to ensure that the entitlement letters, Parent Surveys and Program Selection forms are returned. Parents then choose a program after initial workshop and/or orientation that are provided at the school level.

The parent coordinator (Damaris Garcia) invites parents of ELLs to attend a workshop within a 10 school day window of initial enrollment. At this workshop the parent coordinator shows the mandated EPIC DVD, distributes translated Departmental materials (found at <https://schools.nyc.gov/Academic/ELL>) and services offered by the Translation and Interpretation Unit. Included are document translation and interpretation services, if needed. If a child who scores below proficiency on the LAB-R, the parent is given an Entitlement Letter, Parent Survey, Program Selection Form, and Placement Letter. Parents of a child who scores at or above proficiency are given a Non Entitlement Letter. As stated in question 1, Ms. Garcia, Mrs. Hoffman, Mr. Rong, and Mr. Hagazi send home the parent survey, letter of entitlement and/or transitional letter if a parent can not attend the workshop to ensure parent choice.

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: Middle School 136	DBN: 15K136
Cluster Leader: Aaron Perez	Network Leader: Gerard K.Beirne
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 type="checkbox"/> After school <input checked="" 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: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The rationale for using our title III funding is to provide academic activities that promote conceptual and linguistic support for our newcomers (0-3 years) and potential long term ELLs (4-6years). Our purpose is to increase the achievement of newcomers in order to prevent them from becoming LTEs. Our population for the Saturday Program is comprised of Freestanding ESL students. We currently have 93% Hispanic, 5% Chinese and 2% Arabic. We choose our potential students based on data analysis from the ELL periodic assessment, teacher assessment, findings from the 6th Grade ELL Inquiry group and RLAT report. Upon reviewing the data we found that the LTEs in our program, achieve a score of a level 1 on NYS ELA exam. In disseminating the NYSESLAT modalities, we've noticed in the listening stimuli feature, that our newcomers conversational discourse and response to authentic task-based questions are weak. Through further analysis of the NYSESLAT, we have found that the informational and functional mode in the reading component confuses our potential LTEs and all of our ELLs are weak in topic based writing.

The primary focus of the Title III literacy Saturday program will be the development of English literacy skills by increasing academic language and proficiency by expanding on the themes and topics that are being developed in the classrooms. Teachers will use sheltered English strategies in order to assure the acquisition of English. To ensure that this program supports the instruction in the classroom, articulation between the Saturday morning personnel and the classroom teachers will be an essential component of this program. The Literacy program will use research based ESL programs (Avenues, Amazing English, English is Fun, Vocabulary Connections)) that offer standards based instruction with specialized strategies for ELL's and Attanasio's Getting Ready for the NYSESLAT , will also be used to build upon the lack of academic skills that we noticed in our data analysis and provide opportunity for test-taking skills mastery. We strive to have our classroom and Saturday program libraries rich in multicultural materials that consider the family, cultural and language background of our students. These libraries include Oxford dictionaries in Simple Chinese, Arabic and Spanish.

Student assessments will be ongoing and include a pretest, unit assessments, oral presentations, student goal setting, one-on one conferencing with students, project evaluation, teacher's observations and a post test. In addition to purchasing English is Fun, Vocabulary Connections, Amazing English, Rosetta Stone software and general supplies such as books, pencils, paper, folders, etc. will be purchased to support the program. In order to incorporate the technology and literacy, we will implement the Rosetta Stone software program using the school laptops. This is an individualized program and each student will work at his or her own pace. Rosetta Stone will motivate and increase instructional levels. School outings will provide cross-cultural connections as well as language building and life skills. Students will be able to apply new skills to prior knowledge in order to assess and reflect

Part B: Direct Instruction Supplemental Program Information

on English language acquisition.

The Saturday Morning Program is designed as described below:

- I. 4 teachers licensed in ESL will provide instruction to 60 freestanding ELL students in grades 6-8, some of whom have scored a Level I in ELA
- II. Each class will be composed of 15 students
- III. The session will begin on December 1, 2012 and end on May 11, 2013.

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: We hold an orientation for parents and incoming 6th grade students during the summer months prior to the school year. We then try to match up incoming students with 7th and 8th graders or teacher mentors to alleviate the transition in middle school.

Our professional development plan is based upon the interpretation and analysis of ELL data which is based on Acuity, ELL periodic assessments, ARIS reports, 2011-2012 data folios, Gates Macginitie, NYSESLAT, ELA Exam and RIGOR.

ESL/Literacy:

All ESL teachers are state certified

In addition, teachers will participate in professional development that focuses on

- incorporating ESL strategies into the Teacher's College Model.
- scaffolding instruction in literacy
- language acquisition
- Implement RIGOR technology based programs to support language development for our newcomers. Submission of ANCHOR reading workshop technology based program grant to support language development for our long term ELLs.

Mathematics:

Teachers will participate in professional development that focuses on

Part C: Professional Development

- scaffolding instruction in mathematics
- the effective use of math strategy charts
- the effective use of word walls to support teaching and learning

The principal, assistant principals, SBST, RTI team, ELL Coordinator, Literacy Coach and Parent Coordinator attend several ELL methodology focused meetings throughout the year. For example: the assistant principal, ELL coordinator, and Parent coordinator are an intricate part of the AAELL (Promoting Partnerships Among Families, Schools and Communities: Accelerating Achievement for English Language Learners) cohort research group. All staff members participate in weekly professional learning communities (using portfolios, Skedula, ATLAS review of student work process, SIOP and CCLS) focusing on student intervention needs regarding language academic, formal assessments and emotional deficits. A support model has been developed so that all teachers target a similar population for academic intervention; all teams consist of general, special, and ESL pedagogues. In the future we are planning to hold ongoing PD for the whole staff on the SIOP model to ensure that all content teachers have the required ESL training. The principal provides bilingual teachers the opportunity to articulate with ESL and ELA teachers as reflected in work plans, notes, interviews, and common planning time with Literacy Coach and the ELL Coordinator across all grade levels and content areas.

Several teachers in all content areas have attended professional development through the NYC Office of ELLs. We have been in contact with the offices of ELLs to look into in-house professional development to ensure that all teachers have the mandated 7.5 hours of ESL methodologies and have sent out information on the Intensive Teaching Institute I.T.I to our staff that offers a bilingual extension from participating universities that would ensure that more members of our staff are highly qualified to service our current student population.

Part D: Parental Engagement Activities

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

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

Begin description here: Middle School 136 has a wide range of parental involvement activities. We started the school year off with a curriculum, PTA elections night celebrating Hispanic Heritage. Once PTA is in place then we will hold meetings and school leadership meetings monthly. Starting in November, we will provide Saturday morning parental programs that include parent workshops in technology (computer), art, math and ESL. Parents are afforded the opportunity to meet with school

Part D: Parental Engagement Activities

officials and teachers at least twice a year, as evidence by a schedule, parent notices, attendance sheets, logs, agenda and interviews. The school parent coordinator establishes a partnership in a positive and welcoming environment within the school to help parents support the instructional program and services. The parent coordinator is actively involved in providing parents with parent advocacy in negotiating school related issues, bilingual guidance services and linkages with social services and community based organizations. Parents are encouraged to attend orientation sessions that address the plans and needs for our ELL population. In order to ensure effective involvement of parents and to support a partnership among the CBO (Center for Family Life), and the community to improve student academic achievement, through the following activities specifically described below:

- The school provides assistance to parents of children served by the school, as appropriate, in understanding topics such as the following. Undertaking and integrating the state's academic content standards in conjunction with the state's student academic achievement standards in a rigorous academic setting. The school will work with parents to provide meaningful communication and involve parents served by Title I, Part A program(s). The school will send home quarterly progress reports. The school will log all students into Pupil Path (Skedula's parent and students access) to review grades, upcoming assignments, records and progress reports. As well as logging in to ARIS Parent Link to access prior test scores and testing history.
- The parent component of our Saturday Program uses the From Home to School Series: Stories and Activities for Parents. This series takes into mind that the adult ESL learner is simultaneously leading the role of parent/family member. This program will help adult learners to develop reading fluency while inviting meaningful interaction related to everyday concerns parents have about school related topics.
- We are looking at adding supporting native language resource materials in our school libraries to add to the Saturday Program. This program will increase literacy skills for LEP/ELLs and support immigrant parents with materials on how to acculturate to school environment and access social support services.
- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by offering training session when appropriate for parents and providing and disseminating materials. M.S.136 will also build schedules for parent/teacher conferences that will enable parents to work with their children to achieve academic success. The school will provide a warm and supportive climate.
- The school will, with the assistance of the CBO, EPO and CFN to educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate and work with parents as equal partners, in the value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by providing professional learning opportunities on communicating with parents. As well as analyzing parental involvement evaluations with school personnel and setting goals related to the feedback provided by the parents

Part D: Parental Engagement Activities

through the evaluation process. This includes an ongoing dialogue with the PTA committee and other pertinent personnel.

- The school may provide an interpreter to provide information that needs to be communicated orally to parents.
- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible student consistent with section 1118-parental involvement of the elementary and secondary education act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children then displayed on Pupil Path's school calendar for all to access.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school report required under section 111- state plans of the ESEA in an understandable and uniform format and, including alternative formats upon request and, to the extent practicable, in a language the parent understands.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A, 1% set aside funds, are reserved for parental involvement .

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, 		

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.
instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		