



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: ABRAHAM LINCOLN INTERMEDIATE SCHOOL 171

DBN (i.e. 01M001): 19K171

Principal: MS. INDIRA MOTA

Principal Email: IMOTA2L@SCHOOLS.NYC.GOV

Superintendent: JOYCE STALLINGS-HARTE

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
Ms. Indira Mota	*Principal or Designee	
Mercedes Perez	*UFT Chapter Leader or Designee	
Mariluz Rodriguez	*PA/PTA President or Designated Co-President	
Yvette Johnson	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Larry Acosta	CBO Representative, if applicable	
Martha DeLaCruz	Member/ UFT	
Deanna Riley	Member/ UFT	
Keisha Clinton	Member/ UFT	
Ismatara Cavaliere	Member/ UFT	
Ann Munoz	Member/ PTA	
Gabriela Munoz	Member/ PTA	
Yenny DeLaCruz	Member/ PTA	
Maxima Sanchez	Member/ PTA	
Connie Johnson	Member/ PTA	
Maria Luisa Batista	Member/ PTA	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

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

School Information Sheet for 19K171

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	780	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	16	# Music	N/A	# Drama	N/A
# Foreign Language	32	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	80.2%	% Attendance Rate		89.9%	
% Free Lunch	93.6%	% Reduced Lunch		4.5%	
% Limited English Proficient	21.4%	% Students with Disabilities		13.8%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.6%	% Black or African American		15.3%	
% Hispanic or Latino	73.5%	% Asian or Native Hawaiian/Pacific Islander		8.9%	
% White	0.6%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	1.28	# of Assistant Principals		3	
# of Deans	2	# of Counselors/Social Workers		4	
% of Teachers with No Valid Teaching Certificate	1.7%	% Teaching Out of Certification		30.5%	
% Teaching with Fewer Than 3 Years of Experience	10.3%	Average Teacher Absences		8.5	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	10.7%	Mathematics Performance at levels 3 & 4		10.6%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		29.8%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		93.8%	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
SCEP addressed school specific needs as per SED and DOE reviews			
Describe the areas for improvement in your school's 12-13 SCEP.			
1. Improved academic performance in ELA and Math			
2. Ensuring access for ALL learners, with a specific focus for ELLs and SWDs, teaching and learning			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Creating a collaborative community of learners which requires school leaders to leverage both human and financial resources that serve all students			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Instructional practice, aligned with the Danielson framework, and curriculum aligned to the CCLS, has improved			
Were all the goals within your school's 12-13 SCEP accomplished?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> X <input type="checkbox"/> No
If all the goals were not accomplished, provide an explanation.			
Progress toward the 2013 goals is evident, however, change is slow and it takes time to embed new perspectives and methodologies			
Did the identified activities receive the funding necessary to achieve the corresponding goals?			<input checked="" type="checkbox"/> x <input type="checkbox"/> Yes <input type="checkbox"/> 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.			
Time to implement and coordinate the new demands of MOSL, MTP, CCLS			
List the 13-14 student academic achievement targets for the identified sub-groups.			
4% improvement in ELA and Math for all students			
Describe how the school leader(s) will communicate with school staff and the community.			
Monthly staff meetings, monthly newsletter, weekly calendar, grade meetings and professional learning communities			
Describe your theory of action at the core of your school's SCEP.			
The principal and the school cabinet work to create a safe and respectful environment that fosters higher levels of student and adult learning			
Describe the strategy for executing your theory of action in your school's SCEP.			
The school implements a standards based curricula, with attention to writing across the grades and content areas, which leads to increased student achievement; Grade level teams meet weekly to modify curriculum to increase access for all students			
List the key elements and other unique characteristics of your school's SCEP.			
Specifically targets both administrative and teacher practice through ongoing professional development, consistent observation of teaching staff, modification of curriculum, strategic use of resources, reprogramming of staff, and expansion of teacher teams			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
A cohesive leadership with a cabinet that meets weekly to review and refine the improvement plan.			

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).			
. Continue to develop and monitor teacher capacity based on beliefs of how students learn best and provide entry points for all learners so they engage at higher levels and produce meaningful work products.			
Review Type:	QR	Year:	2013
		Page Number:	5
		HEDI Rating:	D

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.	
	2.2 School leader’s vision
X	2.4 School leader’s use of resources
	2.3 Systems and structures for school development
	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, principal and assistant principal will visit each teacher’s classroom and fully implement the Danielson framework to conduct informal and/or formal observations and provide teachers with formative written and verbal feedback as well as monitor and track teacher growth. .

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.
<ul style="list-style-type: none"> ▪ Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • Provide ongoing professional development on unpacking Charlotte Danielson Rubrics on Teacher Effectiveness in all four domains. • Encourage teachers to set at least two goals that are aligned to Danielson’s Framework. • Provide timely feedback after observation with suggestions for next steps. • Encourage teacher inter-visitation to observe best practices in some classrooms. • Facilitate teachers mid-year learning plan reflection- by February 2014. • Facilitate end of year learning plan reflection- by June 2014. • Set goals and use a data based plan of action for all forms of data that align with school needs (August, January, June) including 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. • Identify and develop staff for shared leadership roles (ongoing). • Be transparent; share information, problem solve, celebrate with all stakeholders • Conduct weekly cabinet meetings with Principal and Asst. Principal (August thru June) • Conduct monthly School Leadership Meetings (SLT) and PTA Meetings (September-June) • Create newsletters, calendars, and displays of data (monthly, ongoing) • Provide Academic Intervention in the form of After School - 15 sessions, 14 teachers , 110 students, 1 1/2hr/session • Provide tutoring service by Saturday Academy -17 sessions, 13 teachers, 130 students, 4 hrs/session
<ul style="list-style-type: none"> ▪ Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Principal, Assistant Principals, and Network Support Advisors
<ul style="list-style-type: none"> ▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 6. Teachers must have at least three informal observations and one formal observation (Option # 1) or Teachers must have at least six observations (Option #2)
<ul style="list-style-type: none"> ▪ Timeline for implementation and completion including start and end dates

1. By June 2014 from October 2013 to June 2014.
- Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. During teachers' professional development scheduled time, teachers will use the Charlotte Danielson Rubrics as a key resources to internalize best practices.
2. Teachers will also view videos on ENGAGE NY.

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		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 #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).

School leaders are in the process of integrating the CCLS into their curriculum and integrating the citywide instructional shifts with rigorous tasks which are beginning to increase student achievement

Review Type:	QR	Year:	2013	Page Number:	4	HEDI Rating:	D
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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, all classroom teachers will design and implement engaging, rigorous, coherent curricula which are aligned to key standards for a variety of learners as evidenced by curriculum maps highlighting new curriculum materials, new units of study, classroom lessons, activities, and assessments, including formative and end of unit performance tasks.

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

- Provide professional development that includes incorporating the CCLS in all content areas that will be provided by network staff and trained staff members, to all teachers.
 - Design literacy tasks, math tasks, science tasks, and social studies tasks with rubrics that are aligned to the CCLS.
 - Provide supportive instructional materials that are aligned to the CCLS.
 - Organize collaborative teacher teams that will use Rubicon Atlas for the implementation of the Common Core Learning Standards
 - Implement New York City DOE Instructional Expectations and Shifts.
 - Develop units of study at multiple entry points for all learners including English Language Learners and Students with Disabilities
 - Use a systemic approach of refining units of study

<ul style="list-style-type: none"> • Embed formative and summative common assessment
B. Key personnel and other resources used to implement each strategy/activity
1. Teachers, administrators, network staff, and other professional advisors.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Students will be re-administered the MOSL baseline materials that will act as a post-test. Teachers will determine student progress based on difference in performance on pre and post- tests.
D. Timeline for implementation and completion including start and end dates
1. By June 2014. Start time - September 2013 and end time – June 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. 2. Provide Asst. Principals and Coaches with opportunities for professional development, implement instructional rounds, enlist network support specialists for extended pd. Create a clear and focused school professional development plan

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
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core			
	PF ELT		PF Inquiry Teams		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).			
Enhance support of teacher pedagogy with feedback from short cycles of observations and student work/data that articulate clear expectations and monitor teachers' professional growth to increase student outcomes			
Review Type:	QR	Year:	2013
		Page Number:	5
		HEDI Rating:	D

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, the school community will continue to adopt and implement a research based framework for teacher effectiveness (Danielson) as part of their teachers' individualized professional development plans with a focus on all twenty two components within the four domains, as evidenced a full schedule of cycles of mini observations, improved pedagogy, enhanced questioning/discussion strategies of student engagement, and highly developed teacher teams.

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
<ul style="list-style-type: none"> • Have teachers create one goal that focuses on planning and preparation of instruction. • Encourage our network staff and teacher leaders to provide on-going professional development and best practices to improve planning and

<p>preparation of instruction</p> <ul style="list-style-type: none"> • Provide at least eight hours of professional development on improving planning and preparation of instruction during teacher team meetings, Chancellor’s Conference days, and during some faculty conference days. • Provide opportunities for teachers to engage in inter-visitation and intra-visitations to observe best practices. • Create a tiered professional development plan that provides for whole school and individual teacher support (August through June, ongoing). • Provide training to teachers on how to use data to inform instruction and understand the progress of all learners/subgroups (September, rollout of data initiative and teacher conferencing, January, check-in for progress evaluation, March, check-in for progress evaluation, June, assess, reflect, and provide next steps) • Deepen the school community’s understanding of what high quality teaching looks like, through professional development on planning and preparation of instruction, based on the competencies established in Charlotte Danielson’s Framework for Effective Teaching.
B. Key personnel and other resources used to implement each strategy/activity
1. School leaders, coach, teacher teams and network support staff
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Beginning, midyear, and end year meetings with individual teachers
D. Timeline for implementation and completion including start and end dates
1. Start August, 2013. Ongoing through June, 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Schedule of observations, school professional development plan created and monitored

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
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
The school is beginning to build a safe culture in alignment with school community partnerships that support social-emotional learning and youth development.			
Review Type:	QR	Year:	2013
		Page Number:	3
		HEDI Rating:	D

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

- **By June 2014, the school will identify and develop systems to identify students at risk and will provide all targeted at risk students with social and emotional supports that meet their needs and ensure success in their academic performance and preparation for next steps in high school and college as evidenced by adoption and successful implementation of a school wide system 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

- **Elicit the support of network staff, City-Year staff, and staff members trained on PBIS to provide training to at least 90% of the staff by June 2014.**
- **Conduct monthly assembly for students so as to address positive student behavior and provide incentives to encourage behavior that needs to be improved.**
- **Inform parents of our effort in encouraging positive behavior through PTA meetings, Monthly “Second Cup of Coffee” with the principal and newsletters.**
- **Implement recommended behavioral strategies and interventions proposed in the research based Positive Behavioral Interventions and Supports (PBIS) program.**
- **Organize, analyze, and disseminate all areas of data: demographics, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.**
- **Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. For example, attendance participation in afterschool programs and activities that are key indicators that will guide our youth development work.**
- **Provide opportunities for student voice and student choice through *Student Council*.**
- **Engage active partnership with City Year staff to promote and encourage positive student behavior.**
- **Encouraging of positive behavior will be also done by administrators, teachers, guidance counselors, and parent volunteers, throughout the school year 2013-2014.**
- **Organize field trips to colleges and universities for students so as to begin awareness for college readiness.**
- **Create attendance plan that shows rewards system.**

1. **Acknowledge student performance, attendance, by hosting special celebrations and issuing awards and rewards for students.**

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

1. Principal, Asst. Principals, Parent Coordinator, Guidance Counselors, Network Support

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

1. Tracking and monitoring student behavior, reductions in incidents, weekly safety meetings, weekly review of OORS reports and staff feedback.

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

1. Start, September, 2013 ongoing through June, 2014

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

1. Monthly calendar sent home to families, Progress Reports sent home, College and Career Readiness workshops

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

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

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

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

Major Recommendation

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

The school community is beginning to make a concerted effort to increase the engagement of students and families through the addition of afterschool programs and workshops.

Review Type:	QR	Year:	2013	Page Number:	4	HEDI Rating:	D
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Tenet 6: Family and Community Engagement

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

6.2 Welcoming environment	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.

- **By June 2014, the school community will increase parent involvement and outline how parents will share responsibility for improved academic achievement through increased participation and communication as well as increased opportunities for parents to become involved in each child's education and the receipt of increased feedback on each student's learning outcomes as measured by the 2014 NYCDOE Learning Environment Survey**

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

We support the belief that when the school community strategically aligns professional development, family outreach, and student learning experiences and supports, our students will thrive. Our strategies to increase parent involvement will include but is not limited to the following:

- Utilize current data to identify subgroups and analyze needs of individual students through ARIS
- Organize Open House for Parents (Fall)
- Retain a full time Parent Coordinator and allocate working space for a Parent Resource Center/office.
- Utilize funding and resources to engage parents in their child's education (workshops, events, celebrations) August-September
- Provide monthly parental offerings (workshops, Second Cup of Coffee with the principal, evening events)
- Organize events for student recognition (Student of the Month September through June), awards ceremony (June)
- Identify key staff that will support the work that includes school leadership, parent coordinator, pupil accounting secretary, data specialist, guidance staff, community supports and our network support.

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

1. Principal, assistant principal, parent coordinator, selected teachers

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

1. Completed Family outreach plan
Attendance at Parent Orientation/Family Night/Open House for Parents
Parental attendance at parent offerings and Parental attendance at Student recognition events

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

1. August-June, ongoing

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, selected teachers

Budget and Resource Alignment

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

x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
----------	---------------------	--	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

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

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Extensions of CCLS	Small group and tutorials	Afterschool and Saturday Academy
Mathematics	Extensions of CCLS	Small group and tutorials	Afterschool and Saturday Academy
Science	Extensions of CCLS	Small group and tutorials	Afterschool and Saturday Academy
Social Studies	Extensions of CCLS	Small group and tutorials	Afterschool and Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselors follow the standards of the American School Counselors Assn.	On-to-one, small group	During the school day

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

2. All elements of the *All Title I Schools* section must be completed*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. 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.
<p>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.</p> <p>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.</p> <p>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</p>

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).
<p>All staff receives professional development that enables our students to meet Common Core State Standards. We employ the following strategies:</p> <ul style="list-style-type: none"> -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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>The school based budget is aligned to the SCEP. Specifically, all staffing, purchasing, programming, and organizational decisions are made based upon the goals of the SCEP. This goal aligns with the following budget sources: School Wide Program, Tax Levy, Title I, Title III, and Grants</p>

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.

The principal and the MOSL committee met in the fall and continually meet to plan and implement support regarding use of assessments.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) for IS 171, Abraham Lincoln School

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, IS 171, , 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;

**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 19	Borough Brooklyn	School Number 171
School Name Abraham Lincoln Intermediate School		

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

Principal B. Kendall	Assistant Principal K. Conlon
Coach Not Applicable	Coach Not Applicable
ESL Teacher S. Bhunut	Guidance Counselor Y. Vivas
Teacher/Subject Area O. Udo/ESL	Parent type here
Teacher/Subject Area type here	Parent Coordinator Z. Otero
Related Service Provider S. Murray	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	804	Total number of ELLs	179	ELLs as share of total student population (%)	22.26%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	1	2	39	0	0	0	0	42
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Push-in	0	0	0	0	0	0	42	40	29	0	0	0	0	111
Pull-out	0	0	0	0	0	0	10	9	7	0	0	0	0	26
Total	0	0	0	0	0	0	53	51	75	0	0	0	0	179

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	179	Newcomers (ELLs receiving service 0-3 years)	108	ELL Students with Disabilities	24
SIFE	31	ELLs receiving service 4-6 years	38	Long-Term (completed 6+ years)	33

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	37	15	9	3	0	1	2	0	2	42
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	71	3	2	35	0	5	31	0	7	137
Total	108	18	11	38	0	6	33	0	9	179

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish									42					42
SELECT ONE														0
SELECT ONE														0
TOTAL	0	42	0	0	0	0	42							

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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							43	40	25					108
Chinese									1					1
Russian														0
Bengali							1	2	3					6
Urdu														0
Arabic							2	1						3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	46	43	29	0	0	0	0	118

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)														0

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)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	25	11	0	0	36
7	27	3	0	0	30
8	49	3	1	0	53
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	35	0	9	0	0	0	0	0	44
7	31	0	9	0	1	0	0	0	41
8	27	38	1	2	0	1	0	0	69
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
1. Teachers assess emergent literacy skills after observations indicate a student shows a deficiency in one of these areas. Students entering the middle school either from another city school or from another country are expected to have basic phonemic awareness, understanding of the function of various prints, etc. When observations indicate a student may be lacking, teachers use running records to assess the students' abilities, followed by a PIP (personal intervention plan) to indicate the appropriate interventions and to monitor progress. If a student is at a middle school grade level and is deficient in emergent literacy skills and the PIP interventions are not effective, then an evaluation may be recommended to provide the student with a smaller class setting and additional support to bring him/her to grade level. Results from individual assessments inform school leadership that additional support is necessary to help these students gain the literacy skills necessary to function in a middle school classroom. IS 171 has an F-Status teacher specifically designated to work with newcomers as well as student's lacking early literacy skills. In ELL classrooms, the Milestones program emphasizes phonemic awareness, and provides extensive examples of various text genres with specific features of each outlined prior to each reading. Students are also targeted for additional help using Successmaker and small group instruction with AIS classes. This year, teachers of ELLs will begin to use EdPerformance online to assess students' early literacy skills, identify reading levels and monitor and track progress. This is made possible with a computer lab that will allow for multiple students to be administered the test at the same time.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
NY State has not released the spring 2013 NYSESLAT scores in combined modalities.
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](#))
Data currently unavailable
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Data Currently Unavailable
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.](#))
Not Applicable
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
ELL programs are constantly being monitored and improved as teachers and administration work closely to identify what works and what doesn't work. The team uses assessments (both formal and informal), as well as teacher anecdotes to evaluate the success of a particular ELL program. In the previous year, teacher's discussed a concern about newcomers having to read a novel, or write a full essay in English prior to even learning their colors. As a result the Milestones program was purchased, including abridged novels, and newcomer text. Teachers also worked together to differentiate portfolio piece expectations, allowing for more native language in portfolio essays as students acquire English. After reevaluating the TBE program, a team of teachers was also put in place to provide differentiated instruction for newcomers and intermediate/advanced students. The inquiry team and ELL teachers and staff are constantly working together to provide the best learning environment for the students. With the anticipated implementation of

Myon.com as a formative assessment, teachers will be able to better assess and compare data across grades and ELL program, identifying needs and determining best means to address those needs.

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](#).)
 - 1.a. Identification begins with registration, during which the two certified ESL teachers (Ofonime Udo, TESOL license 0-Adult and Susan Bhunut, TESOL license k-12) work with a team to assist parents through the initial intake paperwork; helping complete Home Language Identification Survey (HLIS) in a language the parent understands. A copy of the HLIS is placed in the student's cumulative file and a copy is kept in a central location for monitoring purposes. Our staff includes pedagogues who are able to assist in translating the following languages: Spanish (M. Delacruz, SSL 6-12), Chinese (S. Bhunut, TESOL k-12 and M. Chen, Math 7-12), Ebo (O.Udo, TESOL 0-Adult), and Bengali (Cavaliere, Paraprofessional). When a parent speaks another language, the team utilizes the NYC Schools website to access paperwork, including the HLIS form, in the 9 major language translations available. Should we be unable to communicate with the parent in their native language, we can contact Translation Services for support.
 - 1.b. Once a student is identified as eligible for LAB-R, based on a home language other than English, O. Udo conducts one-on-one interviews in English and the Native Language (utilizing staff to translate as necessary). Within 10 days any student identified as eligible for LAB-R testing as per his/her HLIS, is administered LAB-R by O.Udo (TESOL license 0-Adult). The LAB-R is administered in a separate location away from noise and distractions. The Spanish LAB is administered by Martha Delacruz (SSL, 6-12) in a separate location away from noise and distractions.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 2. When parents enter, they are administered the HLIS with linguistic support in their native language. Based on their responses, the LAB-R is administered in English and the Spanish LAB is administered as necessary. When a student is determined to be eligible for ELL services, the family is invited to attend a parent orientation and The Entitlement Letter (in the native language) is sent home indicating dates and times for the parent orientation. The Parent Coordinator contacts all parents the week of the meeting to invite them to attend the orientation. The parent orientation is held formally once a month in the beginning of the school year to provide for the large number of new admits at that time. Orientation is then held as needed based on the influx of new admits. Orientation is held in the Parent Coordinator's office. At the orientation, parents are provided with the ELL Parent Brochure in their native language. A powerpoint translated into multiple languages is shown and parents are introduced to the NYC Public School system. The Principal, Dr. Barbara Kendall, and Assistant Principal, Kristen Conlon welcome parents and express their appreciation to the parents. ESL Teachers O. Udo and S. Bhunut, after explaining to parents that they are attending the meeting to make a choice about their child's ELL Program, present the Parent Orientation Video from the NYC Schools' website in their native language. When a language is not available we can contact Translation services for support. Parents are NOT informed of the available programs at our school prior to viewing the video. Once the video concludes, parents are provided time to discuss and ask questions regarding each of the programs. After parents' questions and concerns are addressed, parents complete the Parent Survey and Program Selection Form in their native language. When parents do not attend, the school makes every effort to bring them into the school to view the video and become informed about the available NYC ELL programs. Parents are contacted by the Parent Coordinator and are sent notices of any upcoming Parent Orientation. The default program for Spanish speakers is TBE (for 8th grade).
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are

returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

3. Letters are distributed to students in their native language to be given to their parents informing them of their entitlement to ELL services and informing them of the parent orientation. Copies of all letters are kept in binders with the ELL Supervisor, Kristen Conlon for monitoring. The parent coordinator assists in contacting parents to ensure receipt and attendance at the orientation meeting. Parent surveys and Program Selection forms are given, completed, and collected at the orientation. If a parent cannot attend we conduct phone conferences or set up alternate private meetings. If we are unable to reach the parent for program selection, Spanish-speaking students are placed in the TBE as per CR Part 154 (for 8th grade).

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

4. Once a student has been tested for eligibility in an ELL program, has been determined to be eligible, and the parent has attended an orientation or been provided program information in their native language, the student is placed in the appropriate program, according to parent selection. Placement letters are offered in multiple languages to ensure parents are aware of their selection and the students's placement. Copies of all letters are kept in binders with the ELL Supervisor, Kristen Conlon for monitoring. If the parent did not make a selection, Spanish-speaking students are placed in the TBE as per CR Part 154 (for 8th grade). The parent choice is entered in ELPC screen in ATS within 20 days.

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.

5. Once students have been deemed eligible to receive ESL services, they are then assessed annually in the Spring using the NYSESLAT until they reach proficiency. In conjunction with the Testing Coordinator, the ESL Teachers identify students eligible for NYSESLAT and to ensure all ELLs are administered the test using multiple ATS reports such as the RLER, RMNR, RYOS, RLAB, and RLAT. For the NYSESLAT test, the school is frozen for the first four periods of the day so that students throughout the school are in testing mode. As per the NYSESLAT instructions, the test is administered in a separate location with students receiving all necessary accommodations. Each modality is administered on a separate but consecutive day. The speaking test is administered individually in a quiet location. The NYSESLAT is the only way to test out.

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. 

6. The school utilizes a New Admit Tracking Form that allows us to more accurately track new admit placement, date of LAB-R, parent attendance at orientation, selections and program placement.

Home Language 2013	TBE	DL	ESL
Spanish	9	0	0
Arabic	0	0	1
Bengali	1	0	0

*Three parents have not been able to attend the Parent Orientation. Outreach has been made by the Parent Coordinator on two separate dates via phone. The next step is certified mailing of letter with return receipt.

Currently, programs offered at IS 171 are aligned with parent choice. Based on BESIS history and TBE selection numbers, our 6th and 7th grades do not offer a TBE program. Newcomers in these grades are supported in native language through the use of multi-lingual texts, after-school and during school for additional ESL instruction. This year, we are closely monitoring parent choice by maintaining our New Admit Tracker Form and charting results specifically to see if we reach a number of parents selecting a Spanish TBE program and any other trends that tend towards programs not currently offered at IS 171. If we begin to notice a misalignment of parent choice and current programs, we will begin inquiry to determine how best to align with parent selections.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1.a.1. Transitional Bilingual Education Model (Spanish). There is one TBE class and one special education bridge class (6/7/8) that are departmentalized.
 - 1.a.2. Freestanding ESL. There two ESL class on both grade 6 and 7.
 - 1.b.1. Transitional Bilingual Education Model (Spanish). The TBE class is placed by grade and heterogenously grouped. They travel as a class to their content area classes. The Special Education TBE class includes students from grades 6, 7, & 8 and is heterogenously grouped.
 - 1.b.2. Freestanding ESL. There are five blocked (the class travels together) ESL classes. They are placed by grade and heterogenously grouped. They travel as a class to their content area classes.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 2. ESL Instruction in TBE & Freestanding ESL
 - 2.a Attached are six schedules reflecting the student schedule for each proficiency level in each of the two instructional programs.
 - 2.b.1. Transitional Bilingual Education Model: The staff is organized to provide the mandated instructional time to students. Additional time is provided for advanced, intermediate, and beginners as they receive 8 periods of ESL/ELA in their schedules as well as two periods of Writing Skills. Advanced students receive 180 minutes of explicit ESL and have an additional 4 periods that focus on following the ELA curriculum, as well as two additional periods for Writing Skills. Beginner/Intermediate students receive their mandated 360 minutes of ESL.

2.b.2. Freestanding ESL Model: ESL classes are heterogenously grouped and function as a push-in program. Student schedules provide 8 periods of push-in ESL support in which advanced students receive 180 minutes of explicit ESL and additional 4 periods focus on following the grade-appropriate ELA curriculum. Beginner/Intermediate students receive their mandated 360 minutes of explicit ESL and have an additional two periods of Writing Skills per week to support their English language growth.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

3. Content Area Instruction

3.a. Transitional Bilinugal Education Model: For all content areas regardless of proficiency level, teachers emphasize vocabulary development and reading fluency to help make content more comprehensible. Teachers use ESL methodologies, including TPR method. Teachers activate student's prior knowledge and then scaffold them from that knowledge to the next step, as well as integrate the use of graphic organizers and other visual materials. Students participate in hands-on group projects and respond in essay form to demonstrate their understanding of content topics covered. Summaries are always given in English. Content area teachers in the TBE classroom have engaged in professional development to learn and apply a research-based model for allocating language in their TBE classrooms. Students receive 3 periods of Native Language Arts which are taught in 100% Native Language. NLA classes reinforce skills and strategies used in ELA/ESL classes. In response to the CCSS shifts, teachers in content areas utilize the CCSS standards and stress evidence-based responses and non-fiction reading skills.

3.b. Freestanding ESL: Beginners/Intermediates/Advanced receive content-area instruction in English using ESL methodologies with ESL support by a certified ESL teacher in various content areas. When possible or necessary teachers support student understanding using the student's native language. Teachers emphasize vocabulary development and non-fiction reading fluency to help make content more comprehensible. Students participate in hands-on group projects and respond in essay form to demonstrate their understanding of content topics covered. ESL support is given via content area instruction, either through literacy, science, social studies or math. Teachers work together to differentiate instruction for varying proficiency levels and ESL teachers coach teachers of ELLs in ESL methodologies, such as scaffolding, activating prior knowledge, metacognition and use of visual materials and graphic organizers. Additional books will be purchased this year to develop our native language libraries as we have recently acquired new language groups of students. Providing books in the native language and allowing our students to provide some written responses in the native language is how we are able to support them in their native language without being able to speak it. In response to the CCSS shifts, teachers in content areas utilize the CCSS standards and stress evidence-based responses and non-fiction reading skills.

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

4.a. Students in the TBE program are assessed initially using the Spanish LAB. In order to better assess our students Native Language and monitor their growth, IS 171 purchased Achieve3000 which includes a Spanish diagnostic tool and materials in Spanish that teachers will use to assess and monitor NL skills. At the end of the year all ELLs in the TBE program take the ELE as a summative assessment.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here:

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).

5. Differentiation of Instruction for ELL groups:

5.a. Instructional plan for SIFE: Teachers of ELLs use The Milestones program Intervention component which includes easily decodable readings to help students adjust to both a new language and a formal school setting. The online remediation program, Successmaker, was purchased to support SIFE through AIS classes. An ELL Saturday Academy will target SIFE using materials targeted to their specific needs. The school is working with the Office of English Language Learners to identify additional resources and materials to support our SIFE population. The school is also determining the possibility of hiring an F-Status teacher to support our SIFE students

throughout the school week.

5.b. Instructional plan for Newcomers: In addition to their weekly 360 minutes of ESL, Newcomers are offered an afterschool academy on Mondays and Fridays with a certified ESL teacher. An ELL Saturday Academy is also available to newcomers and newcomers are encouraged to participate in extracurricular activities. As we examined our data we noticed that for the first time, the majority of our ELLs fall into the newcomer category. Professional development through CEI-PEA will focus on how to prepare our newcomers to take the ELA and how to differentiate instruction within heterogeneous TBE classrooms.

5.c. Instructional plan for 4-6 Year ELLs: Students in this category are targeted for Saturday Academy and after school programs. The goal is to help them reach English proficiency before becoming a long-term ELL. They are exposed to grade-appropriate ELA aligned materials.

5.d. Instructional Plan for long-term ELLs: LTEs are offered an afterschool academy on Mondays and Fridays with a certified ESL teacher, focusing on writing skills and NYSESLAT prep. Our LTEs are overall scoring lower in reading/writing modality than in the listening/speaking modality with 24 of the 39 LTEs performing better on the listening/speaking section of the NYSESLAT.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELLs who are identified as having special needs are placed into one of two programs. The first option is a TBE special needs classroom (12:1:1 bridge class). In this class, additional instruction and support is provided before school in both reading and math. The class runs as any other TBE program in regards to the percentage of time spent in English and the students' Native Language; however, it also accommodates students with special needs by offering a smaller class size, as well as a highly differentiated curriculum to address each of their individual needs. The class combines the essentials of a TBE program and a special needs classroom. The second option is a monolingual special needs classroom with Freestanding ESL services. With this option, students are pulled-out either four or eight periods per week to receive ESL services in a small class setting. Milestones is used to support academic vocabulary and non-fiction content based readings.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We meet the needs of our ELL-SWDs by adhering strictly to their IEPs and placing them in appropriate settings. Teachers use various strategies (manipulatives, foldables, etc.) to reach grade-appropriate curricular goals.

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

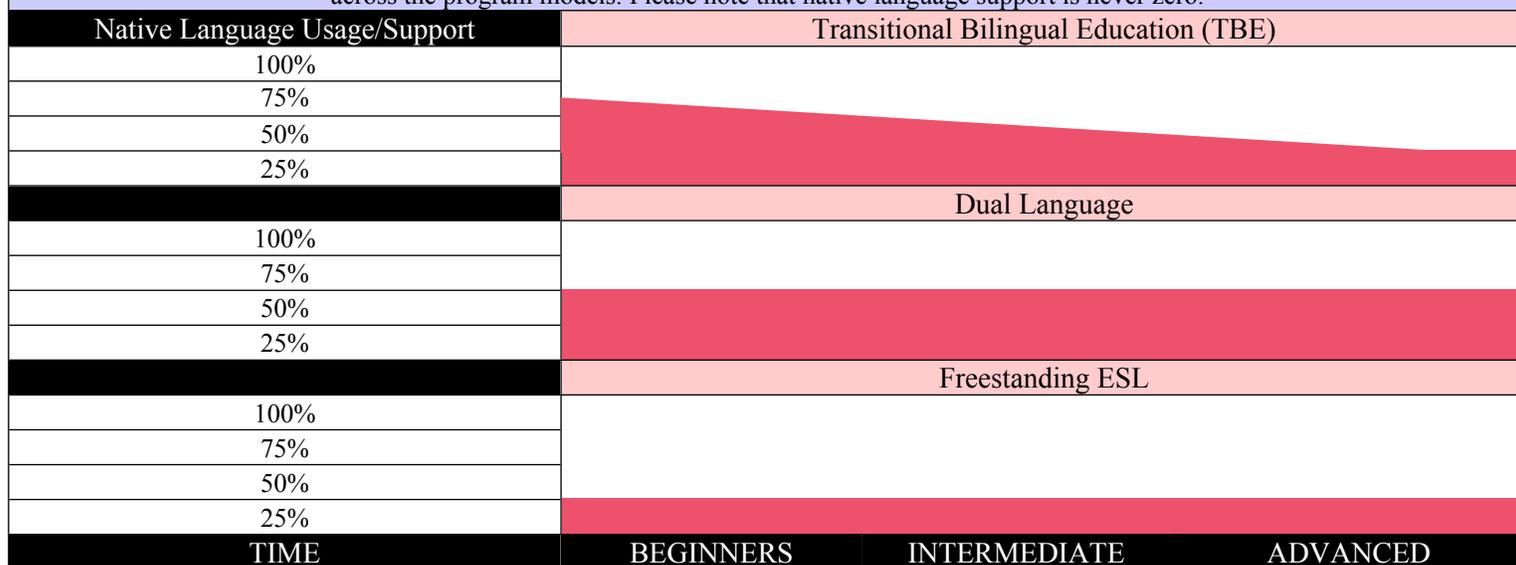
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.
8. Targeted intervention programs:
- 8.a. Three hours per week of after-school instruction will be provided for Long Term ELLs and Newcomers and instruction will be provided in English.
- 8.b. All level 1s and low-2s, including ELLs are targeted for 50 minute Tutorial period. Tutorial is provided in math and ELA and instruction is in Spanish and English.
- 8.c. Saturday Academy (English & Spanish) offering 1.5 hours of reading instruction and 1.5 hours of remedial math for 20 Saturdays throughout the year.
Extended day via our CBO (English & Spanish) offering reading clubs, chess, and theater.
- 8.d. Myon.com is used for all ELLs including LTEs and SIFE offering leveled readings and a diagnostic lexile tool
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our new program, push-in model, is in its infancy and therefore we have no data yet to measure the effectiveness of the new program and model. The belief is that push-in ESL teachers who work with multiple content area teachers, will have more opportunities to support the content-area teachers in developing their toolbox of ESL strategies that can be implemented even when an ESL teacher is not scheduled to be in the classroom.
11. What new programs or improvements will be considered for the upcoming school year?
- The school is again purchasing Achieve3000 for the 8th grade ESL class. Myon.com has been implemented for all ELA classes as a diagnostic and tracking tool. Codex is the new ELA curriculum utilized by all ELL classes. ESL teachers will provide push-in support for ELL classes. The school is considering hiring an f-status teacher or creating a newcomer class based on the size of our 8th grade bilingual class (41 students).
12. What programs/services for ELLs will be discontinued and why?
- Milestones has been discontinued as an ESL program as the school has implemented Scholastic Codex for all ELA/ESL classes. The school has moved to a push-in /pull-out program model as opposed to utilizing the ESL teachers as ELA teachers who modify the ELA curriculum. We no longer utilize Learning Village (which included Destination Reading and Math)a pilot program that was available two years ago.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 12.a. All school programs are available to ELLs, including Saturday Academy, afternoon tutorial (students scoring level 1 and low 2), Cypress Hills Community Development Corporation (CBO) afterschool program, and any extracurricular activities throughout the year, such as yearbook, scrapbooking and sports. Students are invited in English and Native Language.
- 12.b. Supplemental activities under Title III include Monday & Friday Afterschool Program as well as Saturday Academy for ELLs. One section of the Mon/Fri Program targets new admits with a goal of acclimating students and developing their spoken language through TPR. The other section of the Mon/Fri Programs targets Long Term ELLs. The purpose of this class is to provide students rigorous, fun and engaging writing opportunities with a strong focus on the writing section of the NYSESLAT with a goal of helping students gain proficiency on their NYSESLAT on the spring 2012 test.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Teachers are instructed to utilize Codex common core program for all ELL classes. Newest versions of NYSESLAT preparation workbooks (by grade) were purchased for all ELLs. Newcomer materials include Lexia. ELLs 4-6 years are included in have access to Lexia. LTEs will have access to Achieve 3000 once purchased. Students have access to computers on each floor and in many classrooms. All classrooms have libraries in both English and Spanish and fully stocked shelves of resource materials geared specifically to ELLs, including picture and ELL targeted dictionaries. Most ELL classrooms now have interactive whiteboards (SMART board or Eno board). Achieve3000 will be provided for all subgroups in 8th grade and will allow students at various levels to interact around the same topics.
- 13.b. Math, Science and Social Studies in the TBE classrooms all have textbooks in Spanish and English. Support materials are provided in either English or Spanish. Content classrooms for the Freestanding ESL class have textbooks in English.

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

14. Native Language Support

14.a. TBE: Native language support is provided through bilingual teachers in Spanish as needed. Teachers are engaging in professional development to implement a program in which Native Language support will be provided through linguistic summaries and Spanish language days. Students are permitted to use native language to write and read. Currently the math teacher provides English and Spanish instruction according to CR Part 154, providing greater instruction in Spanish and transition to greater English instruction.

14.b. ESL: Native language support is provided minimally as instruction is 75% in English and neither ESL teacher speaks Spanish, Bengali or Arabic. We can provide support for our students through some of our staff who speak Spanish and Bengali and through the use of technology such as GoogleTranslate and through the translation services department. Additional books will be purchased this year to develop our native language libraries as we have recently acquired new language groups of students. Providing books in the native language and allowing our students to provide some written responses in the native language is how we are able to support them in their native language without being able to speak it.

14.c. Native language support is provided through our many bilingual staff members: the parent coordinator, guidance counselor, school psychologists and social workers, and several Spanish speaking teachers. In addition, we have teachers who speak Chinese, Arabic, Bengali and French.

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

All required services, support, and resources correspond to ELLs' ages and grade levels. ELLs are grouped by grade level and are responsible for the same ELA and math program as all general education students, however, with teacher designed modifications.

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.

Monthly "Cup of Coffee with the Principal" meetings are held to meet with parents of newcomers and previously enrolled students. There is a buddy system as well as ESL, computer and citizenship classes offered for parents of newly enrolled ELLs via our parent coordinator and CBO.

18. What language electives are offered to ELLs?

Students in Freestanding ESL receive Spanish Language Arts.

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)?

Not Applicable

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.

Topic of Workshop	Given By	Attending	Date
LAP Review	Mrs. Bhunut, Ms. Udo	ALL STAFF	Dates TBD
CODEX Training	Scholastic	ALL ELA Staff/ELL Teachers	Ongoing
In-School CODEX Training	Ms. Griffith	ALL ELA Teachers	Election Day
Teacher Effectiveness	Carmen Pinto	ALL Staff	Mondays - Ongoing
ELL Strategies for Content Instruction Tutorial Teachers of ELLs	ESL Content Area Classes	Area Instruction	Ms. Udo & Mrs. Bhunut Dates TBD
Use of Academic Language and ESL Teachers	Teachers of Freestanding ESL Content Area Classes	in Content Area Classrooms Thursdays – Ongoing	Mrs. Bhunut
QTEL	OELL	ESL/ELA Teachers	Dates TBD
Preparing ELL Students for the ELA Examination February 2014	TBD	ESL/ELA Teachers/TBE Teachers	
Administering the NYSESLAT & Other Assessment March 2014	Testing Coordinator		All Staff Administering NYSESLAT
Assessing Data	Testing Coordinator	TBE Staff, ESL/ELA Teachers	May 2014

2. All Teachers of ELLs receive the same Professional Development as non-teachers of ELLs in all areas of Common Core Learning Standards. All staff implementing new curriculums that are aligned with CCSS attend regular professional development trainings through CEI-PEA and publishers for the curriculums (e.g. Scholastic CODEX).

3. Students are supported, as all students at IS 171, in elementary to middle school transitions as well as middle to high school transitions. Sixth graders have additional support from a certified guidance counselor and teachers in the grade work closely together to help students adapt to the new school, through walk-arounds, library visits, and a thorough explanation of rules and expectations. Students in 7th and 8th grades receive support to prepare them for high school through guidance counselors, Cypress Hills Community Development Corporation, and our partnership with the CUNY Summer High School Transitions program. This year we have piloted a city program, Middle School Student Success Center (MSSSC), which aids students and their families with navigating the high-school choice program.

4. Logs of teacher PD hours in the area of ELL topics will be recorded using attendance and agendas, as well as “thank-you” letters for teachers cumulative files. The chart of teachers participation will be kept in the ELL compliance binder in AP Conlon’s office.

D. Parental Involvement

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

1. Our school has an active and functioning PTA, a consultation committee involving parents, and has several daytime student performances for parents to attend. Parents are encouraged to participate as chaperones on all school trips. The ELL Department offers two ELL Parent Conferences, one in the Fall and one in the Spring, to teach parents about the NYSESLAT and other tests their students will be taking, as well as teaching parents how they can support their ELL child in the home. We hold a ELL Parent Conference at the school in the Fall and in the Spring. The Parent Coordinator offers Spanish translation services. Topics covered in Fall include supporting your ELL at home, how ELLs acquire language (BICS/CALP), brief overview of NYSESLAT, and other assessments ELLs must take. Spring topics include detailed look at the NYSESLAT and preparing for it. Parents also have opportunities throughout the year to meet and speak with their child's teachers during Open House, and Parent-Teacher Conferences. School Messenger provides translation services for automated messages to be sent to parents' phones. The school's website communicates the school calendar and provides another avenue through which parents and teachers can communicate. In addition, the school marquis in front of the building announces school functions and other major announcements. Additionally, parent orientations are held for parents of new admits in the fall and spring and in between as necessary. All notices sent home are provided in English and Spanish.

2. IS 171 has partnered with Cypress Hills Community Development Corporation (CHCDC). In addition to providing extensive after-school activities for students, CHCDC offers adult ESL classes in the evenings.

3. We introduced a needs assessment survey this year to identify parent needs and determine whether or not we were meeting those needs as a school community. Our parent coordinator provided translations of the surveys and the results were as follows:

ESL	4
Immigration	1
Discipline	1
Houseing	2
Childcare	1

In addition to the survey, our bilingual (Spanish-English) parent coordinator communicates regularly with parents to identify parent needs. The PTA also helps us evaluate the needs of our parents. The principal meets regularly with parents via the PTA and monthly PTA meetings to inform them of the state of I.S. 171 as well as respond to their concerns or questions.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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: **19K171** School Name: **IS 171**

Cluster: **5** Network: **535**

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.

In collaboration with the parent coordinator in the building, all information and materials that are sent home to our families is translated to Spanish by the parent coordinator.

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.

Parents in our school community benefit from the translation services provided by the parent coordinator. Additional inquiry has found that additional language translation services are needed for students and families from countries such as Bangladesh, who have now had a slight increase in enrollment numbers.

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.

One of the translation services that will be provided will be in collaboration with the PTA and the parent coordinator. These two entities will work together to create language groups where group of parents will come together as a group to provide families with limited english language translation of all school written material and communication that is sent home.

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.

One of the translation services that will be provided will be in collaboration with the PTA and the parent coordinator. These two entities will work together to create language groups where groups of parents will come together as a group to provide families with limited english language oral translation of all school materials and communication that is sent home.

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>.

Upon registration and commencement of new academic school years, all parents with english language limitations will be issued a copy of the Bill of Parent Rights and Responsibilities to inform them of the services that are available to them. A intake survey will collected to identify any other specific needs for the family and household in regard to necessary translation services.

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: IS 171	DBN: 19k171
Cluster Leader:	Network Leader: Ellen Padva
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input 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: 5 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

We service an ELL population, which comprises 18.5% of our student enrollment. We have freestanding ESL program as well as a TBE program. Through these programs, all of our ELLs receive the mandated hours of instruction.

In addition, support for newcomer ELLs, as well as SIFE students, grades 6-8 is provided on Mondays and Fridays from 2:20-4:00 pm by a certified ESL Teacher. The teacher utilizes in-house materials as well as teacher-created materials to provide basic ESL instruction. Long Term ELLs grades 6-8 are provided additional support on Mondays and Fridays from 2:20-4:00 by a certified ESL Teacher with an instructional focus on writing and reading modalities as identified by the NYSESLAT results. The teacher uses in-house materials as well as teacher created materials. Instruction in these classes is provided in English. The program will run until June, 2012-2013 school year.

ELLs also receive additional support in Saturday Academy programs which are offered to all ELLs grades 6-8. The program includes 2 teachers with bilingual extensions and one teacher with TESOL license. During Saturday Academy, which runs from 8:30 am to 12:00 pm, there are three ELL groups: Newcomers, Intermediate/Advanced, and Special Needs.

The afternoon newcomer class is taught by a TESOL certified teacher. The class engages in activities in reading and math and utilizes Skill Sharpeners workbooks. The intermediate/advanced ELL group engages in activities to prepare students for their NYSELAT, ELA, and math exams and utilizes Annatansio and Associates NYSESLAT Prep books as well as Comprehension Plus workbooks. The group rotates between two teachers, one who provides math instruction, and the other who provides reading instruction. Saturday ELL students with special needs receive instruction from a certified special education teacher with a bilingual extension. Students use the Progress Coach reading and math workbooks. The Saturday Academy program will last throughout the 2012-2013 school year.

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:

Professional Development is aligned with the Title III program that we are offering. All of our teachers

Part C: Professional Development

working with ELLs receive professional development. In house professional development will be available to the Bilingual teachers, ESL teachers as well as teachers of ELLs. They will participate in Grade conferences, which are provided monthly. Additionally, they will attend workshops that meet their needs, given by the CEI-PEA. Some teachers will attend QTELL training and will engage in capacity building after this training. The following is a tentative schedule of Professional Development activities. Working with our UFT-TC and CEI-PEA, we are additionally providing ongoing in-house professional development based on teacher Needs Assessments and Needs identified during the LAP development process.

ELL Strategies for Content; Given By: Virginia Jama; For: Teachers of Freestanding ESL, Content Area Teachers of ELLs, ongoing on Thursdays from 2:20pm-3:10pm

Use of Academic Language in Content Area Classrooms; Given By: Virginia Jama; For: Teachers of Freestanding ESL Content Area Classes; Thursdays – Ongoing

QTEL; Given By: OELL; For: ESL/ELA Teachers; Dates TBD

Administering the NYSESLAT & Other Assessments; Given By: Mr. Cuba, Testing Coordinator; For: All Staff Administering NYSESLAT; March 2013

In-House Teacher Collaborative Team: Teachers meet once weekly with other teachers on grade, to discuss best practices and look at student work.

Assessing Data; Given By: Mr. Cuba, Testing Coordinator, ESL Teachers; For: TBE Staff, ESL/ELA Teachers; December, 2012 - April 2013.

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:

Current research on ELL achievement and parent involvement notes a high correlation between the two. It is imperative that we are able to work with parents to improve our school culture, tone, and academic success. The following is a breakdown of parent involvement activities that foster this school-home relationship. These activities were identified as areas in which parents are interested in receiving additional support/information. This need was identified through a formal Needs Assessment during our Fall ELL Parent Conference, as well as from the Principal's Monthly Cup of Coffee Meetings, the PTA,

Part D: Parental Engagement Activities

and our CBO (Cypress Hills Local Development Corporation).

Nutrition Workshops

Provided By: Parent Coordinator (Spanish-English)

For: All IS 171 Parents (Including ELLs)

Dates: Tuesdays, October - December 2012

Notification: Translated Flyers, School Messenger, Marquis Announcement, Monthly School Calendar

ARIS Parent Link Workshop

Provided By: Parent Corrdinator (Spanish-English)

For: All IS 171 Parents (Including ELLs)

Dates: September 2012

Notification: Translated Flyers, School Messenger, Marquis Announcement, Monthly School Calendar

Adult ESL Classes

Provided By: Cypress Hills Local Development Corporation

For: All IS 171 Parents

Dates: Four Nights per Week 6pm - 9pm

Notification: Translated Flyers

Principal's Monthly Cup-of-Coffee Meeting

Provided By: Principal and Parent Coordinator

For: All IS 171 Parents (Including ELLs)

Dates: One morning per month

Notification: Translated Flyers, School Messenger, Marquis Announcement, Monthly School Calendar

Parent Volunteer Program

Parents were trained and finger-printed in order to be part of our volunteer program. Parents assist during lunch, dances, during Parent Conferences, school trips and additional activities as deemed

Part D: Parental Engagement Activities

necessary by the parents and school.

Organized By: Parent Coordinator

Dates: Ongoing

Notification: Flyers, School Messenger, Monthly School Calendar

Part E: Budget

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

Allocation Amount: \$

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

