



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: MARINE PARK JUNIOR HIGH SCHOOL

DBN (i.e. 01M001): 22k278

Principal: DEBRA GAROFALO

Principal Email: DGAROFA@SCHOOLS.NYC.GOV

Superintendent: DR. RHONDA FARKAS

Network Leader: JULIA BOVE

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
DGarafalo	*Principal or Designee	
B. Feinman	*UFT Chapter Leader or Designee	
Miriam Boland	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Marcia Rothman	Member/ UFT	
Carrie Fullard	Member/ UFT	
Emanda Heyman	Member/ UFT	
Jodi DeGrotta	Member/ CSA	
Frank DiFranco	Member/ CSA	
Johanna Lang	Member/ Parent	
Rochelle Camche	Member/ Parent	
Cynthia Bennett	Member/ Parent	
Theresa Shea	Member/ Parent	
Barbara Davis	Member/ Parent	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

sources such as the Progress Report, School Survey, etc.

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
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 22K278

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	1073	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	41	# SETSS	5	# Integrated Collaborative Teaching	43
Types and Number of Special Classes (2013-14)					
# Visual Arts	22	# Music	22	# Drama	10
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	62.0%	% Attendance Rate			92.3%
% Free Lunch	63.7%	% Reduced Lunch			10.3%
% Limited English Proficient	4.1%	% Students with Disabilities			14.8%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American			48.2%
% Hispanic or Latino	16.6%	% Asian or Native Hawaiian/Pacific Islander			5.7%
% White	28.8%	% Multi-Racial			0.3%
Personnel (2012-13)					
Years Principal Assigned to School	11.18	# of Assistant Principals			3
# of Deans	N/A	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	1.3%	% Teaching Out of Certification			1.3%
% Teaching with Fewer Than 3 Years of Experience	25.0%	Average Teacher Absences			7.1
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	25.2%	Mathematics Performance at levels 3 & 4			20.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			82.4%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			94.9%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The Tenet two regarding teacher effectiveness in 12-13 SCEP with the effective leadership of the administrative team there was strength that continued throughout the school year and will continue into 13-14 school year. The Principal and assistant principals visited each teacher's classroom and completed at least seventy observations per administrator over the course of the year, which is a continual increase in classroom visits. Each administrator provided teachers with formative (not for file) written or verbal feedback aligned to three school-selected competencies. This has segued into the Danielson Framework for teaching and individualized professional development. During the 2012-13 school year there has been an increase in parental/school communication, which is another strength,			
Describe the areas for improvement in your school's 12-13 SCEP.			
The DQR stated that the school needs to improve upon the following: Expand the use of common assessment practices across the school to enable teachers and teams of teachers to consistently monitor student progress and to support student learning outcomes. (2.2) Establish specific school goals and action plans, including professional development planning, which are tracked for progress and understood and supported by the entire school community to yield substantial improvement in student progress. (3.1) Enhance teaching strategies so that lessons strategically provide multiple entry points in order to engage all learners in high levels of thinking. (1.2)			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
There is much work to be done in the common core curriculum implementation. The students need more time and lessons that align to the common core. Teachers had difficulty implementing multiple access points of entry for the students. According to the QR students worked in groups but all students in the class performed the same task without clear variation in entry points for various learner needs. Purposeful differentiation by the teacher was not consistently implemented to actively engage all students, resulting in one student requiring constant guidance in completing the task. As a result, the lack of targeted scaffolding to support individual student needs limited opportunities for all students to demonstrate ownership, higher order thinking and mastery of the standards as evidenced by uneven levels of participation in some classes.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
School leaders were supportive of teacher practices and had frequent cycles of observations both formative and formal. According to the QR School leaders use the Danielson Framework for Teaching to define their expectations for pedagogical practice. Supervisors conducted between 4 to 6 frequent informal observations and 1 to 2 formal observations of all teachers to support their practice, providing feedback detailing clear recommendations for teacher practice. Teacher Teams created and implemented CCLS curriculum maps, unit and lesson plans.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Budgetary constraints are always a barrier. An increased budget would help our efforts. We need further support in order to close the achievement gap. Teachers will need extensive time to learn the content of the two new core curriculum programs that are implemented this year. Teachers along with administration need to work on units of study and lesson plans which include multiple access points for all students. Students need targeted scaffold lessons in order to achieve the expectations of the new CCLS. Teachers, staff will need extra support developing the scaffold lessons and multiple entry points for all learners to access the new curricula.			
List the 13-14 student academic achievement targets for the identified sub-groups.			

IS 278 has a need to close the achievement gap in subgroups SWD, ELLs and white males mathematics, based on all data such as NYS accountability report , progress report and in house data.

Describe how the school leader(s) will communicate with school staff and the community.

The 2013-2014 SCEP will be made widely available to the school stakeholders through the school website, school newsletters, notify by SchoolMaster, the school student government organization, faculty meetings, department meetings, staff newsletters, all staff via email, and school events. The parent coordinator notifies parents, discussions at SLT, PA meetings and individual contacts,

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

The 2013-2014 SCEP was developed through the shared decision making team process. All stakeholders are involved in the SCEP process: the school team comprised of department leaders, school department members, and Parent Teacher School Association members, and student teams. Guiding Principles: To improve student writing skills through the use of our new CCLS rubric, and to promote critical thinking and a deeper understanding of content through the use of high level questions and discussions (accountable talk) in our lessons. Mastery of the CCLS is essential for our students to succeed academically and to be college and career ready. Rigor and deep understanding of the CCLS shifts must be present in planning, teaching and student work. The instructional focus is to support student understanding, probe for deeper thinking and questioning to assess understanding.

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

In all subjects, our school implements the workshop model. Students are engaged in inquiry based learning and rigorous activities that are tailored to learning needs and utilize multiple modalities and access points in order to master CCLS. To continually check students understanding through classroom assessments including checklist for accountable talk, and students use rubrics, continuums, checklists to assess and set goals so that all students could access the new CCLS curricula.

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

Teachers have been impacted by the Danielson Framework by taking ownership of their professional responsibilities and professional development needs through lunch and learn, common planning period and the sharing of best practices.

Classroom tasks have become more rigorous within each unit. Teacher teams consistently use data from the assessments to drive instruction, change lessons and create and enhance new curriculum aligned to the common core. Teachers utilize a checklist to monitor skill and strategy mastery.

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

The mini inquiry team, working alongside the curriculum team to analyze student needs so that lessons, mini lessons and curriculum can continually be updated in order to meet the needs of the students, thus improving student achievement. The teacher team work will continue during the common planning periods. This will segue into continually managing the improvement plan. To track progress, school leaders and staff developers have worked alongside teacher teams to develop tools and spreadsheets to collect and analyze data to inform instruction these systems will help monitoring and tracking of students data. This supports our school-wide goal of using ongoing formative assessment to drive instruction and meet the needs of our struggling students, ELLs and SWDs there will be quarterly and multiple benchmarks throughout the year. Teachers are working to improve their ability to monitor and revise planning and instruction for whole class and small groups. To date, our teachers have made progress toward using tools such as checklists, rubrics that help students monitor, examine, revise, and set goals. During observations, we have seen students engaged in the use of tools independently and in partnerships. A result of that, we have noticed increased amounts of student-initiated dialogue around their work.

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).

- Establish specific school goals and action plans, including professional development planning, which are tracked for progress and understood and supported by the entire school community to yield substantial improvement in student progress. (3.1)

Page 4 dqr

Review Type:	Developing Quality Review	Year:	2012-2013	Page Number:	4	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

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

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

Annual Goal #1

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

By June 2014, school leaders will use the Danielson Framework to conduct formal and informal observations, provide effective feedback and support to improve instruction as measured by an increase of 10% teachers improving at least one proficiency level in practices in Danielson Competency 3b as reflected in the ADVANCE and school's tracking tool..

Instructional Strategies/Activities

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

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

School leaders and teacher teams initiate inter-visitations based on requests by teachers and or observations by school leaders. Administrators observe teachers and gather low inference data. Administrators and teachers collaborate after observations to discuss teacher ratings based on evidence and to identify next steps for professional growth based on the Danielson Framework.

1. The responsible supervisor meets with teachers individually during the Initial Planning Conference (IPC) to discuss expectations and optional goals for the year. Teachers select Option 1 or Option 2. The supervisor goes over the MOSL for the teacher and outlines upcoming MOSL related activities. 2.5a
2. The Principal schedules cabinet meetings and other professional development opportunities provided by the Network and the Talent Coach to familiarize all supervisors with the 22 components of the Danielson's Framework. Training will include case studies and viewing teaching videos on ARIS. 2.5b
3. The principal and assistant principals along with the Network team and Talent Coach engage in calibration activities that include observing teachers, and using low inference notes to identify levels of proficiency. Supervisors and coaches take turns identifying areas of strength and areas for growth in order to construct effective feedback and a support plan. 2.5 c
4. Provide teachers with on-going professional development based on identified needs from their informal and formal observations and self-reflection and self-assessments. 2.5b
5. Schedule individual End of Year Conferences with all teachers to reflect on their teaching practice throughout the year, discuss evidence of teaching practice and student learning across the year focusing on growth in teaching practice and next steps for continued improvement that results in student achievement. 2.5c

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

1. Principal, Network Achievement Coach, Talent Coach and Assistant Principals. Professional Resource: Danielson Framework for Teaching
2. F-Status Assistant Principal 2.2, 35 days/2 days a week multiple teacher
3. Principal, Assistant Principal, Network, Cluster Talent Coach
4. Principal, Assistant Principal, Teachers
5. Principal and Assistant Principals

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

1. To lead to more direct and individualized professional development, so that classroom instruction continually improves; thus improving students' academics. To improve our students' performance on standardized tests .Provide strategic and tailored instruction To build independence to foster career and college preparedness.
2. Completion of Initial Planning Conferences during which time teachers select Option 1 or 2 as evidenced by signed IPC forms, optional professional goals and all required information entered through ADVANCE.
3. With support from the Network team and the Talent Coach, Principal and Assistant Principals engage in conversations that reflect knowledge of all 22 components of Danielson.
4. The target used to evaluate progress is supervisor ratings that are calibrated within one performance level. Professional development will result in improved teaching practice by at least one proficiency level by the end of the school year.
5. Supervisors will conduct End of Year Conferences and complete required entries on *ADVANCE* resulting in teachers improving at least 1 proficiency level in Danielson competency 3b reflected in *ADVANCE* or a tracking system

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

5. Monthly analysis from September 2013 to June 2014
6. Monthly analysis from September 2013 to June 2014
7. Monthly analysis from September 2013 to June 2014
8. Monthly analysis from September 2013 to June 2014
9. Monthly analysis from September 2013 to June 2014

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

1. Professional development in Danielson Framework. Administrative Staff and Coaches to support and implement targeted Professional development.
2. Twice a month cabinet meetings take place and once a month the network provides the principal and assistant principals with professional development in alignment with Danielson and ADVANCE. Administrators have also attended other professional development provided by the Department of Education based on Danielson and/or ADVANCE.
3. The principal provides assistant principals with a pre-planned observation schedule identifying cabinet observations and individual administrator observations.
4. On-going professional development is provided by administrators during: 1 faculty conference per month; 1 grade conference per month; optional coaching sessions during lunch and learns held 1 X per month X 9 months between September 2013 and June 2014; new teacher mentoring scheduled for 1 period X 1 Day per week between September 2013 and June 2014; Inter-visitations scheduled 1 period X 1 Day per week for targeted support as needed; 3 hours of scheduled mandated professional development for all teachers during one 60-minute period after school 3 X per month between September 2013 through June 2014.
5. The supervisor meets one-on-one with each teacher to engage in an End of Year Conference for at least 15-minutes during a predetermined time period that can be scheduled during a preparation period or before and after school.

Budget and Resource Alignment

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

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

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Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

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

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

Major Recommendation

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

Enhance teaching strategies so that lessons strategically provide multiple entry points in order to engage all learners in high levels of thinking. (1.2) page 5 DQR

Review Type:	DQR	Year:	May 2013	Page Number:	5	HEDI Rating:	E
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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.

	3.2 Enact curriculum	X	3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	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 continuing last year's work, over the course of the 2013-14 school year (English and Math Department) will implement new curricula aligned to the common core, thus enhancing teacher team capacity to align units of study with the Common Core Learning Standards (CCLS) in all discipline areas to improve student achievement, resulting in a 7% increase in CCLS Math and English assessments, by June 2014. (3.4, 3.3, 3,5)

Instructional Strategies/Activities

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

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

1. Create Units of study based on data analysis of student work for instructional planning and unit/lesson adjustment.
2. Horizontal Teacher teams meet weekly to discuss individual students, set goals and analyze data (as needed).
3. During the school year 2013-14 teacher teams will revise and analyze students' work in order to close the achievement gap and improve student performance.
4. SBO/Vertical team meetings meet weekly to align and drive instruction based on data analysis.
5. Core curriculum Professional Development provided by Central\vendor as well as in-house turn-key
6. Network content area Ambassador program to incorporate the instructional shifts into lesson and unit planning.(3.3, 3.4)

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

1. **Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, Network Achievement Coach and Talent Coach**
2. All academic teams will meet weekly throughout the year 2013-2014 to collaboratively develop comprehensive curriculum aligned to the Common core Learning Standards . . .as well as, the development of CCLS aligned curriculum, instruction and assessment. Students' increased awareness of what goals they have achieved; will continue to work towards and the next steps necessary to get there.
3. Common Planning time will be used to instructionally develop plans focused on higher-order thinking.
4. Professional development will be provided for creating rubrics, questioning techniques to elicit higher order thinking skills, thus increasing student's ability to closely read dense text Students have a deeper understanding of content through critical thinking and the use of high level questioning and discussions (accountable talk) in our lessons.
5. The mini inquiry team, working alongside the curriculum team to analyze student need so that lessons, mini lessons and curriculum can continually change in order to meet the needs of the students, thus improving student achievement

6. Network Achievement Coaches and School Ambassadors

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

1. Monitoring Process: Weekly teams meet and complete agendas.
2. Schedule Common Planning time, collect attendance, agendas, goals and outcomes of meetings
3. During the school year 2013-14, our Inquiry Team along with our teacher teams will collect and prepare a variety of data regarding student learning so that all faculty and families are aware of students' strengths and weaknesses along with next steps for success.
4. Analyze student assessment data to determine progress and develop next steps for continued growth
5. Utilize Danielson data to plan for targeted PD and subsequent rounds of observation to ascertain implementation of new learning
6. School Ambassadors will turnkey information gleaned from Network PD and track outcomes in student assessment data

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

1. The implementation of teacher common planning, team meetings will begin September 2013,
2. all work will be analyzed quarterly, October 31, 2013, January 31, 2014, March 31, 2014 and June 2014
3. September 2013 – June, 2014
4. September 2013– June, 2014
5. September 2013– June, 2014
6. September 2013– June, 2014

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

1. 20 teachers 8 times monthly during preparation periods
2. inquiry use of data 20 teachers 7 times monthly
3. fstatus AIS teacher 35 days 2 times weekly
4. SBO Team meets weekly
5. 20 teachers 1 time monthly during prep period
6. 4 teachers 1x monthly

Budget and Resource Alignment

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

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

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

x	PF AIS	PF CTE	PF College & Career Readiness	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 teaching strategies so that lessons strategically provide multiple entry points in order to engage all learners in high levels of thinking. (1.2) DQR page 5**

***Expand the use of common assessment practices across the school to enable teachers and teams of teachers to consistently monitor student progress and to support student learning outcomes. (2.2) DQR page 4**

AIR recommends that K278 Marine Park take steps to ensure the consistent use of data by all teachers and from multiple sources to inform instruction. ESCA page 10

Review Type:	ESCA	Year:	2010	Page Number:	10	HEDI Rating:	N/A
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Tenet 4: Teacher Practices and Decisions

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

X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	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 there will be a 7% increase of level 3 students through the expanded the use of common assessment practices across the school to enable teachers and teams of teachers to consistently monitor student progress and engage all learners in high levels of thinking as measured by MOSL, school made CCLS assessments, and NYS CCLS exams.

Instructional Strategies/Activities

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

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

1. During the school year 2013-2014 there will be an improvement of level 3 students in student achievement through professional development and teacher teams will (vertical, horizontal and inquiry) sustain and systematically investigate the efficacy of instructional strategies using student work and data in order to improve achievement and close the achievement gap and give deepening the level of Multiple Access Points so that all lesson offer suitable challenges.
2. Curriculum development and Professional Development to improve instruction. Instruction includes afterschool or Saturday program, AIS programs, and Extra personnel for specific purposes.
3. Teachers are provided with multiple common preps and data inquiry time to collaborate and discuss teaching practices and analyze student work for more effective instruction. Teachers are working to improve their ability to monitor and revise planning and instruction for whole class and small groups Increase teacher team capacities by asking for evidence of work, such as revised units of study or data analysis for each meeting and visiting meetings to ensure cohesiveness, sharing best practices, curriculum updates and data analysis
4. School leaders and teacher teams initiate inter-visitations based on requests by teachers and or observations by school leaders.
5. At Data Inquiry, teacher teams are implementing protocols to analyze and use student work to inform instruction to meet the needs of all children including gifted, ELLs and SWDs and insure they are engaged in appropriately challenging tasks with multiple entry points and demonstrate higher order thinking skills in students' products.
6. Administrators observe teachers and gather low inference data. Administrators and teachers collaborate after observations to discuss teacher ratings based on evidence and to identify next steps for professional growth based on the Danielson Framework.

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

1. Assistant Principals, Instructional Lead Teachers, teachers, teacher team members, Network Achievement Coach and Talent Coach Curriculum development and Professional Development to improve instruction Professional development will be provided for creating rubrics, questioning techniques to elicit higher order thinking skills, thus increasing student's ability to closely read dense text. afterschool or Saturday program,
2. Teachers and AP to drive AIS programs,
3. All academic teams will meet weekly throughout the year 2013-2014 to collaboratively develop comprehensive curriculum aligned to the Common core Learning Standards.
4. Common Planning time will be used to instructionally develop plans focused on higher-order thinking.
5. Data Inquiry teams and Admin schedule inter-visits
6. Administrators, Talent Coach utilize Danielson Framework and short cycles of feedback

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

1. Increase teacher team capacities by asking for evidence of work. To track progress, school leaders and staff developers have worked along -side teacher teams

to develop tools and spreadsheets to collect and analyze data to inform instruction. This supports our school-wide goal of using ongoing formative assessment to drive instruction and meet the needs of our struggling students, ELLs and SWDs

2. revised units of study or data analysis for each meeting
3. visiting meetings to ensure cohesiveness, sharing best practices
4. Infuse shifts into units of study and track outcomes
5. Curriculum updates and data analysis to track progress of students and create next steps to ensure success
6. Continue to utilize Danielson data to formulate next steps in teacher development and student progress

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

1. The implementation of teacher common planning, team meetings will begin September 2013,
2. all work will be analyzed quarterly, October 31, 2013, January 31, 2014, March 31, 2014 and June 2014
3. September 2013 – June, 2014
4. September 2013 – June, 2014
5. September 2013– June, 2014
6. September 2013 – June, 2014

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

1. Per session including Saturday program 16 Saturdays 5 hours a day one supervisor 5 teachers to use data and instructions with ELLs in order to close the achievement gap,
2. After school program 2 hours 3days weekly. 6 teachers and one supervisor the target group is 8th graders to improve upon state and local assessments.
3. 20 teachers 8 times monthly during preparation periods
4. inquiry use of data 20 teachers 7 times monthly
5. 20 teachers 8 times monthly during preparation periods
6. No Cost

Budget and Resource Alignment

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

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

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

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

Goal and Action Plan #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).

AIR recommends that K278 Marine Park take steps to develop and implement a school-wide behavior plan that guides the consistent implementation of strategies for managing student behavior across all classrooms and areas of the school. These strategies should include consequences for negative behavior as well as procedures for rewarding positive behavior.

Review Type:	ESCA	Year:	2010	Page Number:	13	HEDI Rating:	N/A
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Tenet 5: Student Social and Emotional Developmental Health

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

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

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 Throughout 2013-14 school years our school's PBIS Team (Positive Behavior Intervention Support) will work with our teacher teams to build a consistent practice of strategies to ensure positive student behavior across all classrooms leading to a 5% decrease in principal suspensions.

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

Develop a PBIS team to confer monthly to analyze discipline infraction data and develop strategies that will enhance positive behavioral outcomes amongst students so that Students' behavior will improve, leading to fewer suspensions and more student engagement.

1. PD for staff Provide professional development on PBIS. The school community will examine and track students' behavior through the use of dean referrals, parent contacts and notes home.
2. Incorporate the goals and initiatives school wide
3. Develop a rubric that enhances PBIS components to promote better outcomes for student behaviors in the area of student suspension school wide with a focus on SWD. Review and determine what components have to be implemented to support PBIS goals and initiative for subgroup.
4. Develop school wide progress to monitor the reduction of discipline infraction. Draw correlation between PBIS initiatives and discipline infraction
5. Create benchmarks throughout the year of which PBIS initiates will be implemented and monitored.

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

1. Principal, Assistant Principals, Instructional Lead Teachers, Network Achievement Coach and Talent Coach
2. Deans and guidance counselors and selected teachers will create and implement Positive Behavioral Plan.
3. Admins, Network Youth Developer and school staff will develop school wide goals and initiative program
4. Admins and Lead Teachers will Monitor the data and apprise staff of results.
5. Admins, Lead Teachers and Network Youth Developer will create benchmarks and a trajectory for the year

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

1. With a year-long close examination of differentiated instruction followed by its effective implementation, the goal is to utilize these strategies to increase student engagement and understanding and, decrease time-off-task behaviors that can lead to disruptive student behaviors.
2. Reinforcement of School Wide Positive Behavioral Intervention will begin the first day of school and continuing throughout the school year.
3. Areas in need of support will be addressed through classroom meetings, grade level meetings and staff meetings and meetings with bus drivers.
4. Assistant principal will assign supervisory assignments for teachers on the Positive Behavior and Intervention Supports (PBIS) team. The PBIS team will meet and develops goals and actions for year.
5. The PBIS team will implement the goals and actions for year. Provide notification to students and their families to open communication between the school and home regarding planning for improved behavior.

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

6. September 2013 thru June 2014
7. September 2013 thru June 2014
8. September 2013 thru June 2014
9. September 2013 thru June 2014
10. September 2013 thru June 2014

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

1. Prep cover ages, will be allocated during the day for parent meetings,
2. Prep cover ages, will be allocated during the day for student meetings,
3. Prep cover ages, will be allocated during the day for peer mediation.
4. Per session will be used as well.
5. Per session will be used

Budget and Resource Alignment

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

	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		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 parental component of the NYC Learning Environment Survey revealed that we can improve upon communication of academic achievement. 2011-2012 NYC Learning Environment Survey #8.7 on the parental engagement page 5 on survey. Engagement page 5 on survey).

On page 5 of the Developing Quality Review, the reviewer, "To deepen effective communication with the entire school community regarding their data-based goals and school improvement plans, the school's action plan includes translated parent handbooks posted on the school's website; literacy workshops to support English language learners; technology and social media classes for all parents; Jupiter Grades for individual student performance data and parent-teacher email communications; and the posting of school notifications on the school's website. However, parents, whose language is other than English, as well as those without home computers, may not have access to pertinent information disseminated by the school. In addition, the school has not developed a system or structure to monitor the effectiveness of these efforts to improve communication to ensure involvement of the entire school community. As a result, the entire school community may not have a shared understanding and involvement in the school's decision-making processes and direction for improving student progress for all students."

Review Type:	Developing Quality Review	Year:	2012-2013	Page Number:	5	HEDI Rating:	D
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Tenet 6: Family and Community Engagement

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

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

Annual Goal #5

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

During the school year 2013-2014 the inquiry team along with teacher teams will collect and prepare a variety of data regarding student learning so that families are aware of their child's strengths and weaknesses, along with their next steps for success.

Strategies to Increase Parental Involvement and Engagement

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

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

1. Information will be shared regarding student data in various communications to parents such as the parent newsletter and on the school website.
2. A series of workshops will be offered to parents throughout the year focusing on various topics including understanding student and school data. These workshops

will have an evaluation component as well. Parent workshops will be offered throughout the year providing families assistance navigating the system in order to identify supports that can lead to improved student academics and behaviors.

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

1. Parent coordinator, principal, assistant principals, teachers, administrative staff, inquiry team, teacher teams
2. Parent coordinator, principal, assistant principals, teachers, administrative staff

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

1. Information is sent at strategic times of the year, such as in preparation for the start of the school year, mid-terms, and report cards. Individual students may receive additional parental engagement based on student needs.
2. Parent Coordinator will provide workshops throughout the school year. Provide notification to students and their families to open communication between the school and home regarding planning for High School.

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

1. August 2013 to June 2014
2. August 2013- June 2014

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

1. Parent Coordinator, administrative staff and staff work together to host an open house in August
2. Parent Coordinator, administrative staff and staff work together to host an open house in August, they continue to work together to analyze data and create workshops based on the needs of parents and students.

Budget and Resource Alignment

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

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

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

	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
x	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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>ELA</p>	Achieve 3000		
	REWARDS	<p>Large group</p> <p>Small group</p> <p>Individualized Instruction</p>	
	GREAT LEAPS	One-to-one	<p>During the school day, before or after school</p>
	SRA	One-to-one	
		Small group	
		One-to-one	
		Small Group	
<p>America's Choice RAMP UP</p> <p>Academic Intervention Services are provided throughout the school day and before, after</p> <p>And during the school hours to meet the needs of the general education,</p>	Whole Group		

	<p>ELL and special education students. Learning styles are addressed through multi-modality teaching</p> <p>Allowing students to learn more effectively. Students' knowledge skills and interest are pre-assessed before assignment to academic intervention service. Use of technology, books on tape, high interest lower reading level material basic reading skills instruction will be provided in small group and individual instruction. Specific programs implemented are</p> <p>as follows: Achieve 3000; Great Leaps, REWARDS and READ ABOUT will be presented</p> <p>to the student one-to-one</p>		
<p>Mathematics</p>	<p>SUMMER LEAPS</p> <p>Fast Math Academic Intervention Services are provided throughout the school day and before, after and during the school hours to meet the needs of the general education, ELL and special education students. Learning styles are addressed through multi-modality teaching allowing students to learn more effectively. Students' knowledge skills and interest are pre-assessed before assignment to academic intervention service. Before, after and during the school day SUMMER LEAPS will be implemented during peer to peer instruction daily. During</p>	<p>Small group</p> <p>One-to-one</p>	<p>During the school day, before or after school</p>

	<p>Vocabulary Advantage Social Studies</p> <p>Academic Intervention Services are provided throughout the school day and before, after and during the school hours to meet the needs of the general education, ELL and special education students. Learning styles are addressed through multi-modality teaching allowing students to learn more effectively. Students' knowledge skills and interest are pre assessed before assignment to academic intervention service. During the school day Jamestown Timed Reading in Social Studies</p> <p>During the school day REWARDS PLUS Social Studies</p> <p>During the school day Vocabulary Advantage Social Studies</p>	<p>Small group</p> <p>Large group</p>	
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>Academic Intervention Services are provided throughout the school day and before, after and during the school hours to meet the needs of the general education, ELL and special education students. Before, after and during the school day the following will be discussed:</p> <p>Understanding self and developing a positive self-image.</p>	<p>Small and Large group settings</p>	<p>During the school day, before or after school</p>

Showing respect for the feelings of others.

Understanding the decision-making process.

Maintaining effective relationships with peers and adults. Developing effective study skills. Dealing with the transition to the intermediate school.

Gaining an understanding of the world of High School and college. Improve attendance and decrease lateness This will be presented to the student one-to-one and small group.

Academic Intervention Services are provided throughout the school day and before, after and during the school hours to meet the needs of the general education, ELL and special education students. Before, after and during the school day working with testing at risk students and making suggestions for academic improvement

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

7. All elements of the *All Title I Schools* section must be completed*.
7. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
8. 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified ELA/ESL and other subject areas.
- Administrative staff works with local colleges in identifying potential talent in teaching.
- Mentors assigned to support struggling and new teachers.
- Personnel secretary will work closely with the network HR point to ensure that non-highly qualified teachers meet all required documentation
- Principal works closely with CFN 602 Director of Human Resources.

The Principal strategically recruits, and sustains personnel.

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).

Professional development activities include:

- Lunch and Learns to share best practices
- Teacher Team in departmental meetings to plan curriculum which align to CCLSS
- Targeted professional development workshop reflective of Danielson Framework for Teaching.

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

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

Professional development finding is aligned to teacher salary, Students in Temporary Housing, attendance school aide, educational software for translation.

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.).

Middle School 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.

- MOSL
- School Net
- Quarterly Exams
- Formative/Summative 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).

MS 278 Parent Involvement Policy

MS 278 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. MS 278 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 MS 278 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;

MS 278 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;

MS 278 SCHOOL-PARENT COMPACT

MS 278 School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

Title I Parent Involvement Policy

The mission of IS 278 is a school where students, staff and parents work cooperatively to achieve academic excellence in an atmosphere that embraces all learning styles and abilities. We understand that this vision can only be obtained with true home school partnership.

To ensure that all children be educated to the extent that they become well adjusted, productive, and responsible citizens. Furthermore, it is our intent to instill in them the desire to become lifelong learners committed to preserving the right of every child to receive a well balanced education.

Parent involvement activities at IS 278 will include opportunities for:

- ❖ Parents to volunteer and be involved in school activities

- ❖ Staff development and parent education

- ❖ Parents to provide home support for their student's education

- ❖ Parents to participate in school decision-making

Responsibilities

The School will:

- Provide a high-quality curriculum and instruction in a supportive and effective learning environment enabling students to meet the state academic standards as measured by ELA and Math State Exams, and other assessments developed by the district and the school. The school will employ highly qualified teachers who will be provided professional development and will continually update resources and maintain an environment that facilitates learning

- Involve parents in an organized, ongoing and timely way in the planning, review and improvement of the Title I programs, plans and policies. These school plan meetings will be held in the spring of each school year

- Facilitate and implement the parent involvement policy

- Involve parents in the planning, review and improvement of the policy at least annually by inviting them to take part in developing the Parent Involvement Policy

- Provide the policy in an understandable and uniform format and to the extent practicable, in a language the parents can understand

- Make the School Parent Involvement Policy available to parents and the community at Meet the Teacher Night, PAC Meetings, and online through the school website as well as in the school office

Provide materials and training to help parents work with their children to

improve their achievement level in literacy, math, science and the use of technology.

Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children by attending SLT team professional development and conducting parent workshops.

Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by Organizing a "Breakfast" in September, for incoming 6th grade parents and students orientating them to the school regulations and policies and 6th grade curriculum. Organize a "Back to School Night" including an annual Title I Parent Curriculum Conference in September for all grades, sending home notification with students, displaying the date on the school marquee, telephone calls via School Messenger and email from the Parent Coordinator.

Provide assistance to parents in understanding City, State and Federal standards and assessments by posting information on the school website, providing access to on-going assessment results,

With regard to the School-Level Parent Involvement Policy, the School will:

provide parents with passwords to access individual assessment information, access to the school report card, parent-teacher conferences and providing the Parent Coordinator with necessary information. Informative workshops decided by the parents through the school's parent survey. Expanding the use of School Messenger to all teachers for all classes and subjects

share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; and access to translations via Google docs on our school website. Weekly update via email and School Messenger, monthly newsletter and on-site translators.

provide 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 via literacy activities such as book fairs.

With regard to parent meetings, the School will:

- Host an annual meeting at the Meet the Teacher Night in August to inform parents of their school's participation in Title I, to explain the Title I Program, the requirements of Title I and the right of parents to be involved
- Inform parents of the meeting and encourage and invite parents to attend our Parent/Teacher Conference Nights (Fall and Spring Meetings)

With regard to Title I Programs and Plans, the school will:

- Inform parents at our Meet the Teacher Night about the goals and purposes of Title I, any Title I programs at the school, the curriculum used in the programs, and the proficiency levels students are expected to meet.
- Early in the year we will send home a brochure explaining the Title I Program with each child.
- We will send home additional information explaining the Title I Program in the 1st report period.
- If requested by parents provide opportunities for regular meetings of parents and school personnel where parents may offer suggestions and ask questions regarding Title I policies and programs.

- Administrators will provide timely responses to parents' suggestions and questions.

With regard to professional development, the school will:

- Provide training to school staff to strengthen parent involvement efforts relating to:
 - the value and utility of contributions of parents
 - how to reach out to, communicate with, and work with parents as equal partners
 - implementing and coordinating parent programs
 - building ties between parents and the school
 - parental participation in homework and teacher communication

With regard to the coordination with other programs, the school will:

- Collaborate with community agencies and businesses to provide activities that encourage and support parent participation in the education of their student:
 - Working closely with PA
 - Provide a Tutoring program
 - Provide materials and training to help parents work with their student to improve the student's achievement, such as literacy training and using technology as appropriate, to foster parental involvement
 - Sponsor Family reading/math nights
 - Hold Parent/Teacher conferences

- Make available a Parent Resource Room where parents can check out materials
- Ensure that all information related to school and parent programs, meetings and other activities is sent to parents in various formats and, to the extent practicable, in a language the parents can understand:
- Provide monthly newsletter informing parents of activities, workshops, awards, and important telephone numbers
- Maintain School websites
- Conduct Title I surveys
- House Family Videos that can be checked out
- Conduct needs assessment survey
- Assess feedback as to the needs of parents, teachers, and students
- Provide access to educational resources for parents to use together with their students via links on the division website

The staff will:

- Assist the administration in facilitating and implementing the School Level Parent Involvement policy and parent involvement activities
- Advise parents of their student's progress on a regular basis through:
 - every six-weeks progress reports

Report Cards

- Send Folders home with student work
- Be readily accessible to parents and provide opportunities for parents to meet with them on a regular basis to discuss their student's progress and to participate as appropriate in the decisions relating to their student's education. Hold at least one parent/teacher conference during the year at which the Student/Parent/Teacher
- Enter information on Jupiter Grades
- will be discussed as it relates to the student's achievement
- Provide opportunities for parents to volunteer and participate in their student's class and observe classroom activities

School-Parent Compact

IS 278 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build

Develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2013-2014.

IS 278 will:

Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Parent-teacher conferences students will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held November 18, 2013 (Evening) November 19, 2013 (Afternoon) and February 27, 2014 (Afternoon and Evening).

- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - There are 4 report cards per year. Progress reports are given out before report cards if a child drops 10 points or more in a subject area or is failing or not meeting the standards academically or for attendance. In addition, conduct sheets are used in specific instances for academic or behavioral intervention for daily communication between teachers and parents. Parents can logon to Jupiter Grades and follow their child's progress.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - The staff is available daily for phone conversations with parents
 - The staff is available for face to face meetings by appointment same day or next day

The parent coordinator is available at all times.

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - Parents may volunteer through the various committees of the Parent's Association; observations can be arranged at any time through the Grade Assistant Principal
 - Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way
 - Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way
 - Hold an annual meeting to inform parents of the school's participation in Title I , Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend
 - Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand
 - Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet
 - On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible
 - Provide to each parent an individual student report about the performance of their child on the State assessment in ELA and Math
 - Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

We as parents will support our children's learning in the following ways:

- Supporting my child's Learning by making education a priority in our home by:
 - Making sure my child is on time and prepared everyday for school

- Monitoring attendance
- Talking with my child about his/her activities every day
- Monitoring my child's agenda
- Scheduling daily homework time
- Providing an environment conducive for study
- Making sure that homework is completed
- Monitoring the amount of time spent on video games, social networks and television
- Promoting positive use of my child's extracurricular time
- Reading together with my child every day
- Communicating positive values and character traits, such as respect, hard work and responsibility
- Respecting the cultural differences of others
- Providing my child with a library card
- Express high expectation and offer praise and encouragement for achievement.
- Helping my child accept consequences for negative behavior

- Volunteering in school and classroom

- Participating, as appropriate, in decisions relating to children's education

- Participating in school activities on a regular basis

- Staying informed about child's education

- Promptly reading all notices from the school or the school district either received by student or by mail and responding as appropriate

- Serving, to the extent possible, on policy advisory groups, such as being the Title I/ Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

- Being aware of and following the rules and regulations of the school and district

- Supporting the school's discipline policy

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

Students will support their academic achievement by:

- Keeping an updated agenda
- Completing homework every day and asking for help when needed
- Reading at least 30 minutes every day outside of school time
- Studying ELA and Math skills in preparation of state exams, on average 50 minutes per week aside from their normal workload
- Preparing for all state exams with extra study time per week aside from their normal work load
- Giving to parents and guardians all notices and information received from the school
- Supporting the school's discipline policy
- Limiting time on social media, video games and television

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

**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 22	Borough Brooklyn	School Number 278
School Name Marine Park 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 D. Garofalo	Assistant Principal J. O'Connell
Coach Kathleen Shedd	Coach J. Kelly
ESL Teacher T. Skalet	Guidance Counselor N. Dougherty
Teacher/Subject Area E. Heyman	Parent M. Boland
Teacher/Subject Area type here	Parent Coordinator G. Sylvester
Related Service Provider J. Moscarella	Other E. Reiss
Network Leader(Only if working with the LAP team) Julia Bove	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1071	Total number of ELLs	51	ELLs as share of total student population (%)	4.76%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	51	Newcomers (ELLs receiving service 0-3 years)	33	ELL Students with Disabilities	22
SIFE	8	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	8

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	34	8	7	9	0	8	8	0	7	51
Total	34	8	7	9	0	8	8	0	7	51

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	6	2					12
Chinese							1	3						4
Russian								1	1					2
Bengali								1						1
Urdu							1	1	1					3
Arabic								2	1					3
Haitian							5	4	2					11
French									1					1
Korean														0
Punjabi							1	1						2
Polish														0
Albanian														0
Other							1	2						3
TOTAL	0	0	0	0	0	0	13	21	8	0	0	0	0	42

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							5	8	4					17

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							2	7	2					11
Advanced (A)							11	8	4					23
Total	0	0	0	0	0	0	18	23	10	0	0	0	0	51

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10	1			11
7	10	3			13
8	5	1			6
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	10		3						13
7	13		4		1				18
8	5		1						6
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	1		9		11		1		22
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	3			
NYSAA Mathematics	3			
NYSAA Social Studies				
NYSAA Science	1			

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.
 - 1a. Baseline Reading, Math and Writing assessments.
Quarterly Exams in , Science, Social Studies, ELA, and Math
 - b. Task analysis of data to determine basic foundation skills to be able to perform on grade level in reading and math.
 - c. RI programming will provide Tier II, Tier III intervention to remediate all basic skills that are deficient.
20 children are below standards in Math. 32 children are below standards in reading.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Students scoring in intermediate and advanced levels of proficiency perform at a higher level on periodic assessments and NYSESLAT exams than beginner ELL's.
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](#))
NYSESLAT scores across the modalities in Reading and WRiting, Listening and Speaking drive instruction in our ESL program. Multiple entry points are provided according to students individual needs. Afterschool and extended day programs are provided for students who fall below the AMAO.
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?
 - a. We do not provide Native Language instruction.
 - b. School leaders use results to determine text complexity for the units of study, additional resources, class placement and AIS support.
 - c. Periodic Assessment is used to monitor student growth and progress to discuss possible change of class and program as students reach a higher level of proficiency. Students who score at a lower level of proficiency are given academic support through extended day, afterschool programs and through prgrams such as Great Leaps and Achieve 3000.
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](#).)
DNA
6. How do you make sure that a child's second language development is considered in instructional decisions?
In an ESL program second language development is monitored throughout the school year with ongoing assessments listed above.
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?
DNA
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Use of the NYS ELA and Math NYSESLAT, Quarterly Exams, Periodic Assessments and NYC Performance Exams in ELA, Science and Social Studies scores to determine student growth. These results determine class placement and programming of courses and teachers to enhance proficiency for students in the ELL program.

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. Upon entering the building, grade assistant principals meet with all perspective students to determine grade and program placement. Oral interview is conducted by certified ESL teacher or other qualified pedagogue. If a student's home language is Spanish, the student is administered a Spanish Lab test by a bilingual pedagogue. ALL LAB-R's are completed within 10 days of student enrollment. After this initial interview, registration materials including the HLIS survey is distributed. If ESL placement is considered, staff members may include
 - Ms. Skalet – ESL teacher (fluent in French, Russian, Hebrew and Spanish)
 - Ms. E. Reiss – Special Education Teacher
 - Ms. N. Dougherty – Guidance Counselor
 - Ms. J. O'Connell – Assistant Principal
 - Ms. Sica (Fluent in Turkish)
 - Mrs. Keller (Fluent in Hebrew)
 - Mr. Montalbano (fluent in Italian)
 - Mr. Sapia (Fluent in Spanish)
 - Ruth Fleury (Fluent in Haitian Creole)

The video is shown explaining the choice of three program selections and staff members conduct an interview with the parents to determine if a LAB-R must be given if a first timer NYC student. The LAB-R is given within 10 school days by Ms. Skalet the ESL teacher to determine proficiency level of students.

- Entitlement letters are given after registration process is completed after parent selection of program.
- If a parent is unable to complete this process, an appointment is made within 10 days to complete registration.

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.

Through video instruction to program choices with translation measures through the computer or in native language during the interview, parents can ask pertinent questions regarding the programs offered during the first time registration process.
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](#)].)

Parents are given parent surveys and program selection during registration after the initial interview with grade assistant principals. The completion of the HLIS survey, video viewing and interview with appropriate staff members and completion of program selection, after an entitlement letter is immediately distributed to parent. If this process cannot be completed upon initial registration process, an appointment is made with parent to complete within 10 days. Parent Coordinator, Ms. Sylvester will make phone calls to follow up with parent. All communication is relayed through the language listed on the home language survey. All letters are kept on file. Entitlement letters are sent at the beginning of the school year in appropriate languages to parents.
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.

Continued entitlement letters are distributed by the teacher based on NYSESLAT scores. Parents are well informed about the three different programs available throughout the city. We honor parents choice, most parents request placement in program we have available. NYSESLAT scores are used to determine class placement for the following school year.

Placement is as follows:
Beginner and intermediate proficiency level students are placed in a self contained ESL program with a certified ESL teacher for all academic subject daily. Advanced proficiency level students are placed in grade appropriate programs that are taught by licensed subject teacher in Math, ELA, Science and S.S. daily. Ms. Skalet, ESL teacher has a pull out program to serve these students daily for 45 minutes.

If a determination is made by teachers or parents to change placements according to proficiency level a meeting is completed with parents, teachers and students to determine program change.

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.

Ms. Skalet along with Ms. Reiss administer all parts of the NYSESLAT exam to evaluate the proficiency level of all ELL students in listening, speaking, reading and writing during the test administration window. All students identified as NYSESLAT eligible in ATS are administered the NYSESLAT. The first part that is administered is the Speaking part which is one on one with the licensed ESL teacher. All students in grade 6, 7 and 8 take listening, reading and writing components.

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. 
Free Standing ESL is offered because of the demographics of students. There are many languages spoken and not enough in the same group to form a bilingual program. We offer the ESL program that our parents have requested. 100% parents choice. All of the parents that enroll in IS 278 request ESL.

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])?

Our students are programmed for ESL services according to their level of proficiency. Beginning and intermediate students receive more than 360 mandated minutes and advanced students received more than 180 minutes by using self-contained, collaborative and pullout models.

- b. ESL classes are grouped heterogeneously by proficiency level--low-beginner (newcomer), beginner, low-intermediate, high-intermediate and advanced. Differentiated instructional methodologies are used on all levels of instruction, both in ESL and in ESL content-area classes. Instruction for ELLs addresses all four language modalities--listening, speaking reading and writing. Audio-visual resources are used extensively.

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)?

In accordance with CR Part 154, beginning level students are enrolled in three periods daily of ESL instruction, one ESL class, one ESL skills-intensive class with a focus on listening and speaking, and one ESL skills-intensive class with an emphasis on reading and writing. This constitutes 675 minutes per week, well above the CR Part 154 mandate of 540 minutes per week. Intermediate level English Language Learners are enrolled in two periods daily of ESL instruction, one ESL class and one skills-intensive class. This constitutes 450 minutes per week, well above the CR Part 154 mandate of 360 minutes per week. Again, ESL instruction is focused on the development of all four language proficiencies. Advanced level English Language Learners are enrolled in one period daily of ESL instruction and one period daily of ELA instruction on their grade level. Instruction is focused on the development of the four language modalities. Currently, we do not have sufficient numbers to constitute Bilingual Programs; however, when they are offered, Bilingual classes are taught according to the Transitional Model of Bilingual Education. In content-area Bilingual classes, more of the native language is used at the inception of instruction. As students become more proficient in English, a transition is made to the use of more and more English as he language of instruction. These courses are infused with academic rigor to maximize the potential of Bilingual students to develop higher-order thinking skills in English and their native language

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.

English Language Learners take content-area Science, social studies and math classes. Content-area instruction is delivered in English with teachers implementing scaffolded instruction and differentiated instructional methodologies to enhance ELLs' access to the instructional program and accelerate their English language acquisition. Native language support is provided, when possible, through ancillary resources such as bilingual dictionaries and glossaries and through the implementation of the "buddy system" where more proficient students speaking the same language as struggling students serve as resources to teachers and ELLs in the classroom. Audio-visual materials and resoucses are used extensively. SMART Boards and computers on wheels are used to access the Internet and we use DVDs and presentation software since the visual modality is the preferred sensory modality of ELLs. Teachers also establish an open communication with the parents and the guidance counselors and ESL Coordinator concerning attendance, behavior, and needed assistance. There is a high degree of articulation established between the ESL and other departments. Each term the Assistant Principal and ESL disseminate a staff articulation sheet identifying all staff serving ELLs and indicating the periods during which they are available for planning and consultation. Teachers are informed of the status of former ELLs so that they can continue to support these students in their continued efforts to gain proficiency in English. Teachers also distribute bilingual glossaries and bilingual dictionaries to ELLs in content-area classes.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
DNA
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We administer periodic assessment, NYSESLAT in addition Baseline assessments to determine academic skills and concepts to

ascertain levels of competency and targeted areas for student growth and improvement.

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).

a. Determine what concepts and skills are lacking due to interrupted formal education. These students are provided with both whole and differentiated instruction (MAPS) using programs such as Great Leaps and Achieve 3000.

b. Oral language is a big component for new ELL in the free standing ESL program. Students are mainstreamed for math, talent, physical education, lunch to be acclimated to students using the English language daily.

c. Students are transitioned to a regular grade appropriate program with only pull-out services according to proficiency level.

d. During meetings with the teachers of ELL students, we review academic skills to determine if additional support is necessary to improve student achievement to attain level of proficiency.

e. Support is provided by the ESL teacher in collaboration with content area teachers as needed.

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?

The use of audio, videos, smartboards, Achieve 3000, Read 180, and the appropriate grade curriculum infuses academic vocabulary and tasks to support learning for ELL students throughout the units of study. In addition, reading of high interest, low level books are given to motivate our ELL students.

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?

Flexible programming, mainstream math instruction per licensed content teacher by grade.

Courses Taught in Languages Other than English ⓘ

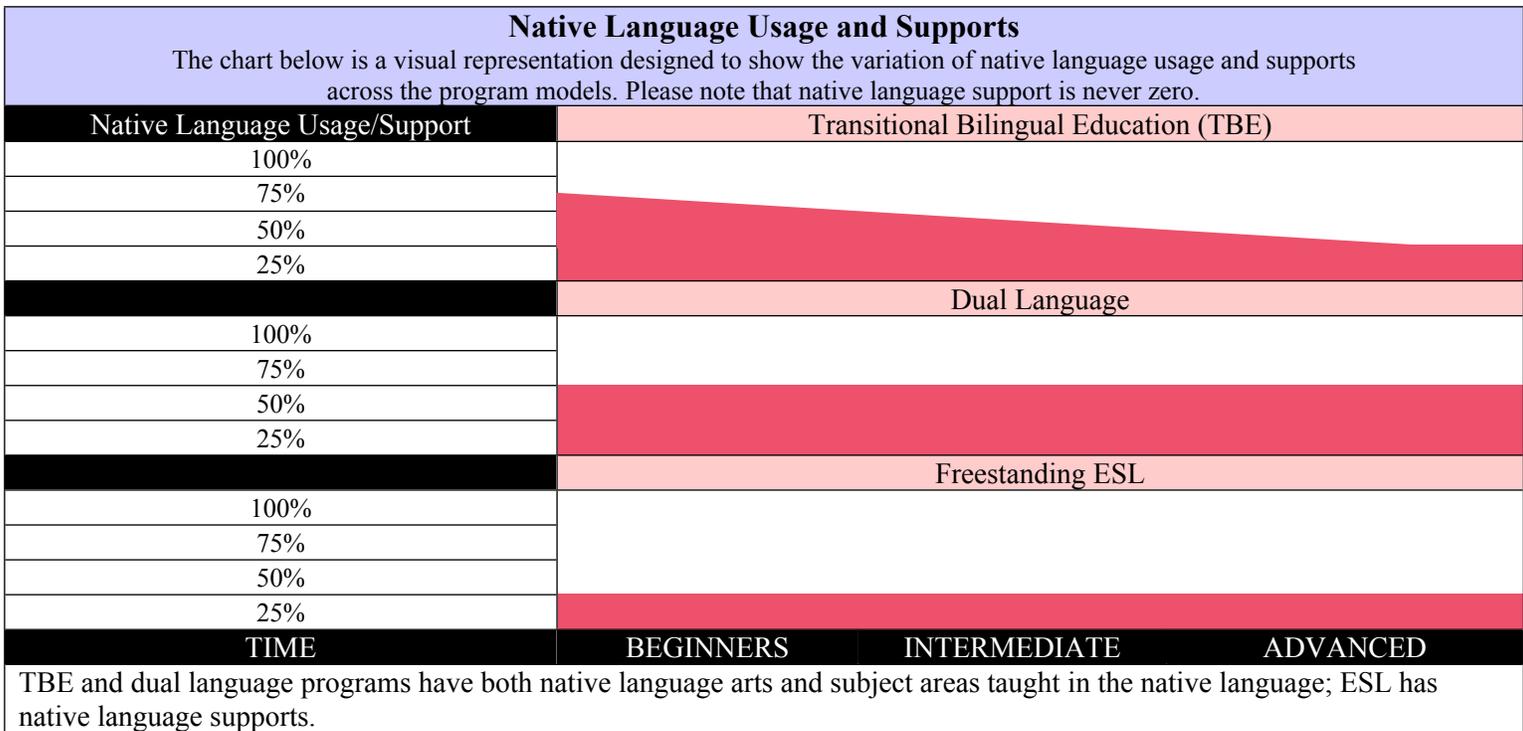
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:				

	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



B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Targeted interventions for ELLs in ELA, math, and other content areas are provided in order to prepare ELLs for the ELA State exam. We offer State exam prep classes for both on-track and off-track ELLs. We offer comprehensive targeted intervention programs for ELLs in ELA and in Mathematics. The Assistant Principal, ESL and Mathematics coach and the BESIS Coordinator meet formally on a monthly basis and informally every week to set up credit recovery programs, tutoring programs and facilitate the implementation of interventions with teachers. We have set up a teacher "buddy" system through which staff members volunteer to meet with his/her selected group of cohort students to keep them on track, ensure that they attend class, make home outreach, enroll them in tutoring and remind them of the upcoming assessments. We communicate through the distribution of folders, Jupiter grades, e-mail and meetings. Additionally, we offer Title III push-in and After-School NYSESLAT and ELA State exam prep tutoring. We offer individual guidance sessions with students to review upcoming assessments and transcripts. Parents are informed in writing (multilingual letters) of the dates and times of the ELA State exam. Multilingual phone outreach is also conducted on a consistent basis to inform parents of upcoming assessments, attendance issues, tutoring opportunities, parent meetings, etc. During the ELA State exam bilingual word-for-word dictionaries are distributed. In recent years we have purchased Georgian, Uzbek, Armenian, French, Bengali, Punjab, Turkish, Ukrainian and Haitian Creole dictionaries to accommodate to the linguistic needs of newly-arrived immigrants speaking these languages. We continue to distribute Albanian, Arabic, Chinese, Hebrew, Italian, Korean, Russian, Spanish, Ukrainian, Urdu and Vietnamese dictionaries. Teacher teams address ELLs in ELA, particularly off-track ELLs. We offer Title III tutoring. Intensive tutoring is also offered in all of the content-areas mentioned above. For all content-area exams we offer students the opportunity to use bilingual glossaries, word-for-word bilingual dictionaries and translated versions of the exam where available.

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

In all of the English as a Second Language classes, teachers continue to lead English Language Learners to acquire competency in English and to be prepared for high school by aligning instruction with the Common Core Standard. We continue to use authentic, high-interest age-appropriate texts to strengthen English language skills in listening, reading and writing for understanding and information, note-taking, analyzing, interpreting and evaluating a wide range of texts from different genres, and producing extended writing pieces in a variety of formats. Students are familiarized with State exam tasks from the beginning levels of instruction. They are also trained in the function and use of rubrics for evaluation.

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

Targeted Mathematic instruction by providing an increase in math instructional periods per week.

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

None

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

We ensure that all ELLs are afforded equal access to the full range of school programs including tutoring, extended day, clubs, sports activities, Spring Musicales, etc

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

The list includes support texts and resources in an effort to familiarize English Language Learners with the ELA State test tasks. Major instructional emphasis is being placed on Reading Standards 1 and 10 and Writing Standard I. All ESL curricula are aligned with the Common Core Listening, Speaking, Reading and Writing Standards. They analyze and interpret informational text and are taught how to formulate arguments based on the content of the text. Teachers use the technology of the SMART Board to design effective lessons. Lessons are enhanced visually for English Language Learners and teachers make extensive use of audio and video CDs and ancillary materials and resources.

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

Through the certified ESL teacher.

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

Resources and ESL Methodology are provided to meet the needs of the ELL.

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

A student parent orientation is given just before the start of the new school to assist and inform new ELL and 6th grade students to our school.

The parent coordinator provides a tour and meets with new ELL students when necessary throughout the year. All main office staff contacts the ESL team including grade Assistant Principal, guidance counselor and ESL teacher to meet with all new admits who register at our school throughout the year.

18. What language electives are offered to ELLs?

School does not provide Foreign Language

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)?

DNA

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.

1. We offer a strong professional development program for staff serving English Language Learners. It is an ongoing and comprehensive plan consisting of interdisciplinary teacher academies. Teachers, Guidance Counselors and Assistant Principals share research-based Bilingual/ESL methodologies and practices in order to enhance English Language Learners' performance in ESL, ELA and ESL content-area classes (as mandated by Federal Legislation) and their performance on the NYSESLAT. In accordance with the New York City Department of Education's Children First guidelines, the interdisciplinary teams of teachers collaborate to incorporate six main types of scaffolding. They ensure that ELLs benefit from strong instruction in English through a rigorous core academic curriculum. We focus on sharing practices that accelerate language acquisition and content-area skills mastery, focusing on skills that are especially challenging for ELLs. We ensure continuity of initiatives by using specialized curricula developed over the years. Interdisciplinary teacher teams meet to share ESL methodologies and practices and to be trained in assessment methodologies. Professional development efforts have also been focused on the development of training packets for English Language Learners to familiarize them with the terminology of the ELA State test Tasks. This year a major focus will be the continued implementation of the Common Core Standards with special emphasis on Reading Standards 1 and 10 and Writing Standard 1. We shall continue to focus on using the ELL Predictive Assessment, Jupiter Grades, ARIS and Acuity to empower teachers to tailor instruction to the diverse needs of our ELLs. Jupiter Grades which we purchased last year, is a student information system for tracking student grading data. It enables teachers to get in touch with parents by sending weekly emails regarding student's status and has an integrated online grade book. We conduct professional development for all teachers of ELLs so that they can better serve students. Members of teams will continue to turnkey methodologies at department meetings and through small learning communities. Through the integration of local, state and federal funds over the years, the ESL/Foreign Language Department has made significant strides to ensure that teachers of ELLs are better able to teach to the higher standards.

After determining instructional needs based on testing data, we anticipate the continued need to foster collaboration among staff and supervisors and to train interdisciplinary professional development teams to drive best practices into the classrooms of English Language Learners by addressing the following:

Danielson's Framework for Teaching

Understanding MOSL

Formative and Summative Assessments

Looking at Student Work and Establishing Protocols to Analyze Student Work

Use of data from the ELL Periodic Assessment, NYSESLAT, NYC Performance Test, Jupiter Grades, ARIS and State exams

Instruction/Data-Driven Lesson Planning

Implementing the Universal Design for Learning Guidelines: Scaffolding and Differentiating Instruction to Accommodate to the Learning Styles and Learning Rates of ELLs

Sharing of Best Practices for Implementing the Common Core Standards

Technology Training

Backward Design of units and organization of instruction around Big Ideas and Essential Questions in each discipline.

Development of questioning techniques to engage students in the learning process; to promote Accountable Talk and the implementation of structured group work methodologies, and to facilitate the development of higher-order thinking skills.

Alignment of curricula with assessments.

Use and design of rubrics.

Sharing of Best Practices for Preparing English Language Learners for NYSESLAT and the ELA State Examination

NYSESLAT training (administration and scoring)

Infusing the Common Core Standards and the UDL Guidelines in ESL Curriculum

Maps

Implementing Strategies for the Development of Cognitive/Academic Vocabulary

Closing the Achievement Gap for ELLs

Dealing with Students in Crisis

ELL Mandates

Common Core Lesson Plan
Dealing with Students in Crisis

2. We offer a wide range of professional development opportunities to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards. In Department Meetings and teacher team meetings we continually revise and update curricula to reflect alignment with the Common Core and UDL Guidelines. We work on lesson planning through Backward Design and train teachers in infusing the CCLS and the UDL Guidelines into their lessons. We train teachers in designing effective questioning techniques to strengthen their lessons by infusing academic rigor in accordance with the CCLS. In teacher teams we examine student work and develop protocols for assessing student work in light of the CCLS and the UDL Guidelines. Through Faculty Meetings, Department Meetings and Professional Development Workshops teachers share best practices for implementing the CCLS across the disciplines. We will use data from the ELA predictives for the Common Core ELA State Exam to inform instruction in terms of empowering students to formulate and defend arguments based on the reading and interpretation of informational text. In Title III Professional Development workshops interdisciplinary teacher teams share methodologies for assessing student work in light of the CCLS.

3. Staff is supported to assist ELLs as they transition from grade school to junior high school by focusing on student attendance patterns in the ninth grade, apprising staff of guidance supports and academic interventions. Training in data gathering tools and student information systems like ARIS and Jupiter Grades will greatly enhance our teachers' capacity to lead 5th graders to transition more easily into junior high school.

4. As per Jose P. we continue to conduct ongoing training for all staff through teacher teams, department meetings, staff development days and other staff trainings throughout the school year. There are four two-hour trainings scheduled in the Fall Semester of 2013. All newly-hired staff is given the following resource: Every Teacher's Toolkit: Closing the Achievement Gap for English Learners, published by Pearson Longman.

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?

We continue to offer outreach to parents/guardians of our English Language Learners through multilingual Placement, Continued Entitlement, Non-Entitlement, Parent Choice, Title III letters, multilingual announcements and multilingual Schoolmaster outreach. In accordance with CR Part 154 and Title III, parent orientation sessions are conducted in English and in the languages of our major populations (on an ongoing basis for over-the-counter students) so that parents can be provided with appropriate information to make informed decisions and choices regarding the placement of their children in the appropriate programs. Parents are informed about state standards, assessments, school expectations, the discipline code, programming, and diploma requirements for Bilingual Education, Dual Language and English as a Second Language Programs. We encourage parents of English Language Learners to participate in school events, especially PTA conferences and Parent Orientations. This year we have scheduled Title III Parent Meetings on the same evenings as Schoolwide PTA meetings and after the Title III Professional Development Meetings for staff support. We provide translators in the major languages at these meetings. We will continue to host multicultural events to celebrate and validate the cultures represented by our English Language Learners. We conducted a Parent Orientation session for parents of new students. At this meeting we explained the continued entitlement letters and explained in detail the three program options for parents: dual language, transitional bilingual and freestanding ESL. We explained to parents that we consider their preferences and when we have twenty students speaking the same language on the same grade level and there is enough interest, we will offer a bilingual program. We conducted a Parent Orientation Session for parents of English Language Learners new to the DOE. (This was described in the first section of this document). To date we have scheduled five Title III Parent Meetings throughout the year. We have scheduled meetings for parents of Chinese, Haitian and Spanish ELLs. We shall schedule meetings for other language groups as the year progresses. At each meeting we continue to review the three programs available to ELLs and parent options. The following are the topics for Title III Parent Meetings: Implementing the Common Core Learning Standards: College and Career Readiness; Preparing English Language Learners for the ELA state test; Preparing English Language Learners and Parents of English Language Learners to use Pupil path for Communication; Preparing English language Learners for the NYSESLAT. At the PTA meetings we provide translators in the major languages through the Translation Plan. In the Fall Semester each year we mail parents of ELLs individual Parent Reports for the NYSESLAT. We offer Parent Trainings to explain the data.

2. We continue to collaborate with Goodwill Industries for translation services at parent meetings. We continue to collaborate with the Jewish Board.
3. Our Parent Survey and Program Selection forms reflect the intention of the parents of English Language Learners to have their children placed in ESL over Bilingual programs. We review them periodically to continue to determine parent choice.
4. Our parental involvement activities address the needs of parents to become familiarized with the DOE Website, ARIS, school programs, school and promotional requirements, graduation requirements and important assessments. We also hold sessions to help parents help their children cope with transitioning into a new environment and a new school system. (see #1 above)

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.

DNA

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)
Debra Garofalo	Principal		
Julie O'Connell	Assistant Principal		
Gretchen Sylvester	Parent Coordinator		
T. Skalet	ESL Teacher		
M. Boland	Parent		
Emanda Heyman/Math	Teacher/Subject Area		
E. Reiss/Special Education	Teacher/Subject Area		
	Coach		
	Coach		
N. Dougherty	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22k School Name: IS 278

Cluster: 2 Network: 6

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.

Due to a slight increase in ELL students throughout the pullout program and freestanding ESL program who speak Spanish (12) and Haitian Creole (11) we have two paraprofessionals on staff who are fluent in these languages to provide oral communication to both parents and students when needed. In addition, two teachers are fluent in the Spanish language. Hand held devices are available in the parent coordinator, assistant principal and principals office to facilitate translation to parents and students in these languages as well as Punjabi, Arabic, Urdu, Bengali and Chinese. The ESL teacher provides oral communication in Russian and French for parents whose home language is as such. google translator is used to send written communication in the same languages flagged in ATS for the above mentioned languages on the same day notices and written communication is sent home to our English speaking students.

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.

Hand held devices were distributed to all administration offices to provide each floor of the building with the necessary tools to conduct conferences and meetings for our parent community. The parent coordinator has google translator and a handheld device as well. All parents are directed to her via the main office. Home language surveys provide this data to inform staff on languages needed and are kept on file in the main office.

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.

Based on the variety of languages presents in our ESL program, we provide school messenger (oral communication) which translates information into the home language based on the ATS flag for the parents by the Parent Coordinator. Jupiter grades provide daily confort with both ELLstudents and their parents.

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.

Written communication is sent home using google translator to provide specific translation into parents home language in all written correspondences by the parent coordinator in the building.
In addition, staff members are available to translate for parent meetings in Spanish, Hebrew, Italian, Russian, Haitian Creole, Turkish and French. If communication is needed for other languages than listed above, hand held translators are available in the building to facilitate communication in both parent and student meetings in school

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>.

- A. According to Chancellors Regulations A-663 The Bill of Rights and Responsibilities are distributed to all students including ELL students within the first two weeks of the new school year in English and the nine translated versions as per the ATS flag.
- B. Welcome signs and availability of translation services are posted/displayed in the main lobby of the school building.
- C. Each school year the school's safety plan contains procedures to ensure all parents in need have communications with all administrative staff when necessary.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: I.S. 278 Marine Park	DBN: 22k278
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 46
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

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: 1. Our students are programmed for ESL services according to their level of proficiency. Beginning and intermediate students receive more than 360 mandated minutes and advanced students received more than 180 minutes by using self-contained, collaborative and pullout models. Heterogeneous groupings of students are found throughout ESL programs.

2. Our programmer has created the ESL teachers program to provide for more than the mandated minutes for designated students. Our ESL students receive more than the required number of 360 minutes of ELA instruction per week. Our advanced students receives more than 180 minutes of ELA instruction.

3. Our ESL teacher delivers the same instruction as our ELA teachers, however with support and strategies to aid our ESL students in comprehensive and content vocabulary. Our school has adopted the SIOP model which serves as an instructional frame in order to support our ELL learners.

a. In order to support our SIFE students, portfolios are kept by the ESL teacher to use as bench marks for future instruction.

b. All newcomers are transitioned into classwork where, reading comprehension, vocabulary and writing strategies have beginner activities in place. These activities include, graphic organizers, adaptation of texts, context vocabulary. For more intense language acquisition students are enrolled in our Read 180, Achieve 3000 and Read About Programs.

c. These students are offered more academic intervention through the day by grouping them according to the NYSSLAT and ELA scores. These students are also encouraged to participate in our Extended Day Program, SES, and our Saturday Enrichment Program.

d. Additional support is given to our long term ELL's by working with content area teacher to scaffold lessons and to differentiated instruction to increase their academic gains.

e. The IEP goals are aligned with their ESL needs to provide the support needed for improvement.

4. Students will be evaluated in the native language using bilingual pedagogues.

5. Our targeted intervention programs include Achieve 3000 and Read About are offered in ELA. Students are provided glossaries and thesauruses to assist them throughout the year. Our SIFE children receive Achieve 3000 and Read 180. We implement books on tape, Technology infused lessons, Scaffolded instruction, Task based learning, Group work, and Differentiated graphic organizers. Our newcomers receive Achieve 3000 with audio readback.

Part B: Direct Instruction Supplemental Program Information

6. Extended time is provided for all classroom and mandated exams for our ELL learners. Professional development is offered all teachers providing instruction to all ELL students that have successfully passed the NYSSLAT exam.

7. We are implementing Read About to our ELL's in one of our content area classes. All 3 content area classes will be supported by pull-out classes (5 periods week) with direct instruction from an F-Status licensed ESL teacher, extended day classes, Saturday program (8am to 1pm) and before school.

8. We are not discontinuing any services.

9. After school programs are available to all students interested in attending, including, but not limited to ELL's. Ell students will receive Title III intensive tutoring and after school programs where students are provided with ELA preparation materials.

10. Instructional Material

Science/Social Studies/Math

The students also use glossaries and thesauruses to assist them throughout the school year. Primary and secondary sources are adapted depending on the proficiency level with in-text definitions and glosses. Graphic organizers such as T-charts, semantic maps, cause/effect charts, Venn diagram, time lines, etc help students organize information as pre-writing activities. Vocabulary lists are distributed prior to the study of each unit. Teachers also identify linguistic items and cultural vocabulary in addition to core vocabulary.

Graphic organizers are used for pre-writing organizational activities. Vocabulary lists are also distributed. The text book is ancillary source. Throughout the year teachers use Post-It charts to create word walls of vocabulary for students to refer to on a daily basis in order to enhance their academic vocabulary bank. In the Title III intensive tutoring modules and the after school program students are provided with ELA preparation books and resources.

Vocabulary development is an integral part of the ESL program. Each student is encouraged to use the vocabulary notebook to aid them in their studying. In addition, all of the terms on the vocabulary sheets are defined/described in the classroom so they are not left without guidance. Not to mention that they are able to ask any teachers/adult or use their textbook for help with the terms as well. In class, when terms are defined/described, we focus on the roots, prefixes and suffixes of the words to promote understanding. Finally, in the class, many demonstrations, pictures, visuals, scenarios, and Total Physical Response are used in order to help the students better understand difficult terms that have really no other better synonyms. An example of a word like this is steep or gradual slope. A visual of a hill/mountain is a much easier way to explain "steep/gradual"

Access to technology especially laptops to provide students with tools to use Academic Intervention programs. Students will use audiobooks, mp3 players with recorded novels or short stories.

We will continue to review and update our Language Allocation policy on a yearly basis to ensure that our English Language Learners are afforded every opportunity to develop communicative and academic

Part B: Direct Instruction Supplemental Program Information

proficiency in English so that they will continue to have access to the challenging content of the core academic subjects. We will continue to infuse literacy and numeracy strategies across the curriculum. We will continue our commitment to providing English Language Learners with quality, standards-based instruction.

Students are immersed into the English language from the moment they enter our school. Students who score out of ESL services are then provided the opportunity to enroll in our ESL program. All services are provided to students by grade to age levels. All incoming students are invited to our student/parent orientation which is scheduled one week prior to school. Upon entering school our students are buddied with a returning student for additional support.

This year due to budgetary constraints we are not offering a Foreign Language program to any of our students.

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 has been provided to our ELL personnel by our Network specialist. These period sessions have then been turn keyed by our ESL teacher through Lunch and Learn to the entire faculty.

2. From the first faculty conference both the Principal, Assistant Principal and ESL teacher have led the staff in sessions focusing on the development of training packets for ELL Learners. This provides teachers with the strategies needed to support ELL students in the implementation of academic vocabulary in all subject areas. Teachers of ELL 's regularly attend literacy and math professional development sessions in which modifications and adaptations for language acquisition and reinforcement are addressed. New curricula in social studies and science have "built in" ELL support.

Workshops for "looking at student work" of ELLs enables teachers to constantly realign instruction according to student needs. Analyses of performance on NYSESLAT take place in ELL workshops. All teachers receive training in the use of ARIS data which leads to the formation of goals for individual students.

All staff members have participated in a series of professional development workshops specifically targeting the ELL population.

Strategies and activities for differentiation and academic language development include:

- Novel Ideas

Part C: Professional Development

- Think-Pair-Share
- Semantic Flower/Star
- Mind Mirror
- Double Entry Journals
- Compare/Contrast
- Essay Matrix

Teachers will also utilize PD's given by the network OELL and also view and discuss student work . The Assistant Principal, will keep a record of the attendance/participation of teachers and other staff in training sessions offered during the year. They will turn key new information and updates to the Parent Coordinator, secretary and all other staff involved with or servicing ELL's. Our content area staff have also received training in the past.

This year several Collaborative Inquiry Teams are targeting the ELL population. All the aforementioned activities will support the minimum 7.5 hour of ELL training for all staff.

3. The 7.5 hours of ELL training is provided by our ESL teacher to our faculty during Lunch and Learns, Professional Development Days and Team Meetings.

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: [201](#)1. We offer outreach to the parents of our ELL Learners. In letters, flyers, announcements, Title III letters (in native languages) as well as School Messenger, which is also translated into native languages. Our Parent Coordinator is always available to met with these parents and has translation assistance service.

2. Our school does not participate with any outside agencies.

3. We utilize the results of our Parent Survey to address the needs of our ELL parents.

4. We offer Title III Parent Education program on a continued basis. Parents are informed of state standards, assessments, school expectations, discipline code, programming, class requirements for all ESL students. Paraprofessionals and teachers serve as translators to parents during Parent Teacher

Part D: Parental Engagement Activities

Conferences.

Translation equipment and bilingual staff are available for meetings and conferences. Professional resource books are available for ELL parents in the Parent Coordinator’s office and in the school library. Parent surveys are issued periodically to continually assess needs and efficacy of services provided. From those surveys, we provide activities which meet the needs of those parents.

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		

