



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: SATELLITE EAST MIDDLE SCHOOL**

**DBN (i.e. 01M001): 13K301**

**Principal: KIM MCPHERSON**

**Principal Email: [KMCPHER@SCHOOLS.NYC.GOV](mailto:KMCPHER@SCHOOLS.NYC.GOV)**

**Superintendent: BARBARA FREEMAN**

**Network Leader: KATHY PELLER**

### 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
Kim McPherson	*Principal or Designee	
Kemel Roberts	*UFT Chapter Leader or Designee	
Thonius Francis	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Julia Meade	Member/ UFT	
Rhonda Hendrickson	Member/ UFT	
Erica Aminu	Member/ Parent	
Bernadette Fields	Member/ Parent	
Tricia Hazlewood	Member/ CSA	
Carolynne Johnson	Member/ Parent	
Glenis Morris	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	
	<b>School Leadership Team Signature Page</b>
<b>x</b>	<b>The SCEP Overview</b>
	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
<b>x</b>	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)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

**School Information Sheet for 13K301**

<b>School Configuration (2013-14)</b>					
<b>Grade Configuration</b>	06,07,08	<b>Total Enrollment</b>	164	<b>SIG Recipient</b>	N/A
<b>Types and Number of English Language Learner Classes (2013-14)</b>					
<b># Transitional Bilingual</b>	N/A	<b># Dual Language</b>	N/A	<b># Self-Contained English as a Second Language</b>	N/A
<b>Types and Number of Special Education Classes (2013-14)</b>					
<b># Special Classes</b>	N/A	<b># SETSS</b>	N/A	<b># Integrated Collaborative Teaching</b>	10
<b>Types and Number of Special Classes (2013-14)</b>					
<b># Visual Arts</b>	3	<b># Music</b>	N/A	<b># Drama</b>	N/A
<b># Foreign Language</b>	5	<b># Dance</b>	N/A	<b># CTE</b>	N/A
<b>School Composition (2012-13)</b>					
<b>% Title I Population</b>	82.7%	<b>% Attendance Rate</b>			87.9%
<b>% Free Lunch</b>	92.7%	<b>% Reduced Lunch</b>			1.5%
<b>% Limited English Proficient</b>	9.8%	<b>% Students with Disabilities</b>			15.7%
<b>Racial/Ethnic Origin (2012-13)</b>					
<b>% American Indian or Alaska Native</b>	N/A	<b>% Black or African American</b>			83.3%
<b>% Hispanic or Latino</b>	8.3%	<b>% Asian or Native Hawaiian/Pacific Islander</b>			6.4%
<b>% White</b>	2.0%	<b>% Multi-Racial</b>			N/A
<b>Personnel (2012-13)</b>					
<b>Years Principal Assigned to School</b>	8.34	<b># of Assistant Principals</b>			1
<b># of Deans</b>	N/A	<b># of Counselors/Social Workers</b>			N/A
<b>% of Teachers with No Valid Teaching Certificate</b>	N/A	<b>% Teaching Out of Certification</b>			7.5%
<b>% Teaching with Fewer Than 3 Years of Experience</b>	11.8%	<b>Average Teacher Absences</b>			3.4
<b>Student Performance for Elementary and Middle Schools (2012-13)</b>					
<b>ELA Performance at levels 3 &amp; 4</b>	6.9%	<b>Mathematics Performance at levels 3 &amp; 4</b>			3.7%
<b>Science Performance at levels 3 &amp; 4 (4th Grade)</b>	N/A	<b>Science Performance at levels 3 &amp; 4 (8th Grade)</b>			20.8%
<b>Student Performance for High Schools (2011-12)</b>					
<b>ELA Performance at levels 3 &amp; 4</b>	N/A	<b>Mathematics Performance at levels 3 &amp; 4</b>			72.7%
<b>Credit Accumulation High Schools Only (2012-13)</b>					
<b>% of 1st year students who earned 10+ credits</b>	N/A	<b>% of 2nd year students who earned 10+ credits</b>			N/A
<b>% of 3rd year students who earned 10+ credits</b>	N/A	<b>4 Year Graduation Rate</b>			N/A
<b>6 Year Graduation Rate</b>	N/A				
<b>Overall NYSED Accountability Status (2012-13)</b>					
<b>Reward</b>		<b>Recognition</b>			
<b>In Good Standing</b>		<b>Local Assistance Plan</b>			
<b>Focus District</b>	X	<b>Focus School Identified by a Focus District</b>			X
<b>Priority School</b>					

**Accountability Status – Elementary and Middle Schools**

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

**Accountability Status – High Schools**

<b>Met Adequate Yearly Progress (AYP) in ELA (2011-12)</b>				
<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>		N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>		N/A
<b>White</b>	N/A	<b>Multi-Racial</b>		N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>		N/A
<b>Economically Disadvantaged</b>	N/A			
<b>Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)</b>				
<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>		N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>		N/A
<b>White</b>	N/A	<b>Multi-Racial</b>		N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>		N/A
<b>Economically Disadvantaged</b>	N/A			
<b>Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)</b>				
<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>		N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>		N/A
<b>White</b>	N/A	<b>Multi-Racial</b>		N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>		N/A
<b>Economically Disadvantaged</b>	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			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
The goals were clearly aligned to the tenets and the major recommendations cited.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
More comprehensive budgetary alignment to optimize our human resources and desired instructional outcomes.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
Creating time during the day for adequate professional development while not taking instructional time away from students.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
With two major budgetary alignment revisions the 2012-2013 SCEP was successfully implemented.			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>	X	<b>Yes</b>	<b>No</b>
<b>If all the goals were not accomplished, provide an explanation.</b>			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	X	<b>Yes</b>	<b>No</b>

### **Developing the 2013-14 SCEP**

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
<ul style="list-style-type: none"> <li>• Not receiving the new mathematics and ELA curriculum materials until mid October</li> <li>• The first round of professional development supporting the implementation of the new curriculum was held during the summer when most of our staff was unavailable.</li> <li>• Having a newly elected school leadership team with limited experience completing a SCEP</li> </ul>			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
<ul style="list-style-type: none"> <li>• Increase the number of SETSS students attaining level 3 &amp; 4 in ELA and mathematics</li> <li>• Increase the number of ELL students attaining level 3 &amp; 4 in ELA and mathematics</li> <li>• Increase the number of 8<sup>th</sup> grade students earning HS credit by 10%</li> </ul>			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
School leaders will communicate via meetings, memos, newsletters, letters and town hall meetings.			
<b>Describe your theory of action at the core of your school's SCEP.</b>			
If we implement quality instruction based on the Common Core Learning Standards and support the knowledge and skill development of teachers then we will improve student achievement.			
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>			
<ul style="list-style-type: none"> <li>• Strengthen the capacity of collaborative teams to establish learning targets</li> <li>• Consistently examine student work and adjust instruction</li> <li>• Develop a positive school climate with various programs and opportunities so that students have many forms of expression. Which in turn will help them become more engaged in the learning process</li> </ul>			
<b>List the key elements and other unique characteristics of your school's SCEP.</b>			
<ul style="list-style-type: none"> <li>• Our goals and plan center on collaborative work to strengthen teacher practices in order to improve student outcomes.</li> <li>• Developing a positive school climate with community partnerships</li> <li>• Developing our communication with our parent body</li> </ul>			
<b>Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.</b>			
Classroom visits			
Looking at data from assessments and portfolios			
Collaborate with stakeholders			

## 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).

In 2013, Satellite East Middle School's average score on the ELA State exam was 2.13. This was lower than the average overall citywide test score for Middle schools in 2013. In 2013 Satellite East Middle School's average score on the Math State exam was 2.03. This was lower than the average overall citywide test score for Middle schools in 2013.

<b>Review Type:</b>	Progress Report	<b>Year:</b>	2012-2013	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	N/A
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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.

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

### **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 100% of the Satellite East staff will participate in collaborative teams to work together to implement a plan of action aligned to the school's goals to improve student achievement.

### **Instructional Strategies/Activities**

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

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

- Teachers meet in collaborative teams to create unit plans.
- Look at student work
- Analyze assessment data
- Provide corrective instructional approaches and supports for student efficacy

All the leadership must be organized around a common task and shared common values. Creating this unity is the principal's core responsibility. Thus, the research based instructional activities that will be used to support our goal have been selected based on the premise that when school leaders focus strategic and shared efforts around student outcomes and create an environment that allows all students to achieve.

Professional Learning Communities (PLC's) (DuFour & Eaker, 1998) will further bolster and guide leadership efforts. Creating a collaborative community of learners requires school leaders to leverage both human and financial resources that serve all students. These strategies and activities will include:

-Principal goal setting and a data based plan of action using all forms of data that aligns with school needs (September, January, June) including organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.

-Identification and development of staff for shared leadership roles (ongoing)

-PLC model implementation used to analyze and identify problems, devise solutions, develop improvements in practice

-Structured time will be set aside for teachers and school staff to collaboratively analyze and interpret student achievement data, and identify necessary instructional

changes.

-Planning with school leaders and teachers in student goal setting using data, teacher effectiveness, and curriculum

-Strategic utilization of the school budget to maximize instructional delivery and resources (staffing, technology, materials, etc.), opportunities for professional development, extended learning for students, and a program that includes core areas as well as arts, physical education, and a range activities that appeal to all learners.

-Transparency; sharing information, problem solving, celebrations that include all stakeholders

-Weekly Instructional/Data Team/Common Core Standards (November-June)

-Monthly School Leadership Meetings (SLT) (December-June)

-Calendars, distribution and displays of data (monthly, ongoing)

-Providing opportunities for stakeholder voice including staff, parents, and students; Monthly: SLT, PTA, Student Government (Fall, Spring).

-Collaborative planning and implementation of a well coordinated instructional program and a safe and secure facility

(September-June)

-Semi-annual purposeful evaluation of use of resources by the principal and school leaders.

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

1. Teachers, Assistant Principal and Principal  
Teacher Team Text-Driven by Data  
Chapter by chapter review  
  
SLT-Robert's Rules of Order  
CD ROM 11<sup>th</sup> edition

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

1. Student performance on mid-unit and end unit assessments will determine the effectiveness

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

1. September –June (Teachers)
2. September- June (Students)

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

Our school's program allows teachers to meet weekly to :

- Look at student work

- Create lesson and unit plans
- Share strategy lessons

For additional collaborative periods financial resources are used to:

- Provide substitute teachers for additional planning periods
  - Per session for after/before school planning
- 20 sessions/2hours per session  
10 teachers  
1 box of paper per teacher  
Binders

### ***Budget and Resource Alignment***

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

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

Number of Teachers-15

Book Study

December –January:

1-Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

February- March:

2-Teaching the Critical Vocabulary of the Common Core: 55 Words That Make or Break a Student by Marilee Sprenger

April- May:

3-How to Teach So Students Remember-Marilee Springer

Rollover Title I Correct 91 Supplies and Materials

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.

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

### **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).

Teachers should work together to strengthen curriculum aligned to key state standards that is cognitively engaging for our high achieving students.

<b>Review Type:</b>	QR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	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.

<b>x</b>	<b>3.2 Enact curriculum</b>		<b>3.3 Units and lesson plans</b>
	<b>3.4 Teacher collaboration</b>		<b>3.5 Use of data and action planning</b>

#### ***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.

100% of teachers will provide students access to rigorous curriculum by utilizing the Expeditionary Learning Curriculum in ELA and CMP3 in mathematics.

#### ***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**

The Common Core Learning Standards will be the foundation of our curriculum development. According to the New York State Education Department, the main goals of CCLS are to provide a “common core of standards that are internationally benchmarked, aligned with work and post-secondary education expectations, and inclusive of the higher order skills that students need” (NYSED, 2012).

The research based instructional activities that will be used to support the goal have been selected based on the premise that all learners, must be prepared for college and professional life. These strategies and activities will include:

- Implementation of the Common Core Learning Standards – On-going
- Implementation of the New York City DOE Instructional Expectations and Shifts – On-going
- Embedded formative and summative common assessments
- Professional Development
- Technology Based Instruction

Undergirding this work will be the following activities: the use of trends and historical data, that identification of subgroups and key data that informs planning for diverse learners, curriculum mapping, scope and sequence, the use of CCLS rubrics, unit planning, creation of benchmarks and a measurement processes that enable us to assess the efficacy of our work.

Research based Instructional Strategies (RBIS) identified by Marzano, Pickering and Pollock (2001) will be embedded in daily lessons. These strategies include: setting objectives and providing feedback, cooperative learning, higher-order questioning, and reinforcing effort and providing recognition. Experiential and constructivist learning principles will be the foundation of classroom instruction. Teachers of Students with Disabilities will receive training in co teaching strategies, modeling and IEP for NYC DOE Special Education reform.

The strategies and activities will be implemented via Teacher Teams as it is our belief that communities of teacher led work allow teachers to share and practice new strategies and analyze results. Teacher Teams will engage in Looking at Student Work (LASW) protocols, and the Inquiry Process that has been developed and built upon. School leaders and the Teacher Effectiveness Program teacher Team will support teachers in the development of lesson plans and provide feedback via the observation process.

1.

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

1. Principal, Assistant Principal, Data Specialist, Network Personnel

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

6. Fall Baseline Assessment
7. Mid-unit Assessment
8. End of unit assessment

<b>D. Timeline for implementation and completion including start and end dates</b>
1. 4 times between October 2013 and June 2014 2.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Inquiry Teams- 4 teams meet 3 times a month within a 9 month period. Per Diem -2 times per week for 3 times a month to cover teachers during teacher meetings  Desktop Computers (16) and Printers(17) for teachers and staff Laptops (28) 40 boxes of paper-Each teacher was given 1 box remaining paper to be used to duplicate baseline, mid-unit and end of unit assessments 200 binders-1 for each teacher and 1 for each student to house all portfolio work so that when the LASW protocol is utilized all student work is looks uniform

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Professional Development to occur 2 days each day consisting of 4 hours of training Total pd for 8 hours over a two day period Rollover TI Cor 91 PS Pch Svc Loc Trvl										
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.										
<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>			
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>x</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>			

**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).									
Use assessments that are relevant to daily instruction									
<b>Review Type:</b>	NYC School Survey	<b>Year:</b>	2012-2013	<b>Page Number:</b>	13	<b>HEDI Rating:</b>	E		

**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.									
<b>x</b>	<b>4.2 Instructional practices and strategies</b>				<b>4.3 Comprehensive plans for teaching</b>				
	<b>4.4 Classroom environment and culture</b>				<b>4.5 Use of data, instructional practices and student learning</b>				

**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, 100% of teachers will possess a normed understanding of the competencies and the rubric from Charlotte Danielson's Framework for Teaching included in the new teacher evaluation system to improve teacher evaluation system, improved pedagogy by focusing on lesson design, assessment, questioning, and discussion techniques									

**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.									
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>									

1.The research based instructional activities that will be used to support the goal have been selected based on the premise that teachers must provide for the needs of all learners and prepare students for the rigors of college work which are a focus of the Common Core Learning Standards (CCLS).

High quality teaching demands that our profession uses guiding definitions of expertise and procedures for novice through advanced practitioners. Utilization of a framework for professional practice ensures that members of the teaching profession hold themselves and their colleagues to high standards of practice. Thus, Danielson (2007), will serve as our research based model. Danielson states: “ The framework for teaching is based on important assumptions about what is important for students to learn, the nature of learning and how to promote it, the purposeful nature of teaching, and the nature of professionalism”(2007). In support of the work of teachers, our strategies and activities with timelines will include:

2.PLC around the framework which includes norming, calibrating, professional reading/resources both internal and external, etc. (September thru June, ongoing)

-A tiered professional development plan that provides for whole school and individual teacher support (August thru June, ongoing)

(September rollout of data initiative and teacher conferencing, January check-in for progress evaluation, June assessment, reflection and next steps).

-Preparing teaching in CCLS’s and Instructional Expectations (ongoing)

3.The school is participating in the Teacher Effectiveness Program. Observations are conducted from September to June. Teachers are permitted to select either Option 1 or Option 2. Option 1 consists of 6 short 15 minute informal observations cycles of observations are conducted throughout the school year. Option 2 is one formal full length lesson with a pre and post observation and these observations are low-inference, normed, and tracked online. The observations are followed by feedback to the teacher with “Next Steps” to support teacher growth. Mid-year conversations are conducted in from December – February with the teachers, sharing their performance, and looking at student work to improve their practice and plan for next steps. The Advance tracking systems allows the administration to review school-wide trends to inform professional development and plan for individual teacher support. A “TEP Talent Coach” is assigned to the school, working closely with the administration and teachers in the use of the Danielson Framework.

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

1. Talent Coach
2. Teacher Teams
3. Assistant Principal, and Principal

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

1Administrators meet several times with the talent coach looking analysis of the results of the Teacher Effectiveness data to evaluate the growth of teacher practices on a HEDI scale.

2.Teacher progression on the HEIDI scale, Inter-visitations

3.Looking at individual teacher growth data on the ADVANCE web system

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

1. October 2013- June 2014 as it pertains to section A
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Teachers meet before and after school to determine the measure of student learning (per session)
  - Teachers are provided professional development provided by our Network
  - Differentiated professional development

**Budget and Resource Alignment**

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

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

To support the goal we plan to have professional development **next steps**- to move the lessons to the next level.  
 Per Session  
 10 Teachers @ 2x's a week  
 for 6 weeks  
 Rollover TI Cor 91 PS Pch Svc Loc Trvl

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.

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

**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).

33% of parents do not agree that the school offers a wide variety of activities and services to help improve life outcomes for my child.

<b>Review Type:</b>	School Survey	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	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.

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

**Annual Goal #4**

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

By June 2013, the whole school will implement Interventions which will provide all students with social and emotional supports making them college and career ready.

**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**

Our approach to culture building and social-emotional support is informed by a theory of action. Positive Behavioral Interventions and supports (PBIS) (Bambara, Dunlap, & Schwartz, 2004) is the research based model that will support our work. Strategies and activities will include:

- Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students. Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. For example, attendance, participation in after-school programs (Academic and Artistic-Studio in a School). These activities are key indicators that will guide our youth development work. Our

Teams meet to plan and monitor implementation of systems and strategies around student participation. This includes the percentage of students who are or are not referred to the office for disciplinary/academic matters on a daily, weekly or monthly basis. Establishment of student personal goals and future plans-Facilitated by Maurice Belfonte, Educational Consultant -It's Time Now(September-June In September, students set personal and academic goals. Students while working with Mr. Belfonte, they create vision boards, set short-term and long-term goals.

2.Effective use of school counselors to support individual student academic program planning, collaboration with teachers to present lessons and work with students, addressing absence, lateness. Our Attendance team, monitors student attendance and contacts parents when students have missed three or more consecutive days or have displayed a pattern that will lead to them not meeting the benchmark at the end of the year. Transitional supports (middle to high school) Our Guidance Counselor and administrators meet with 8<sup>th</sup> graders and their parents. In the beginning of the year students attend High School fairs and Open Houses sponsored by prospective High Schools.

3.Opportunities for student voice and student choice Our Student Government meets regularly to plan activities for the student body and also participate in service learning activities throughout the year.

4.Training for staff in classroom management and behavioral interventions. In August the classroom management framework was introduced and a behavior management system was implemented. Student activities/community involvement/after-school opportunities (August-September, ongoing). We have a series of school wide activities from September to June that are either Holiday or Seasonal Themed or school spirit days.

5.Attendance plan (September-June) We award students for their improved and good attendance patterns. The network attendance teacher supports us by conducting home visits for the students who are chronically late or absent, provides us with strategies to improve our outreach, and helps keep us on track for 93% attendance.

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

1. Educational Consultant-Maurice Belfonte, Time is Now and Educational Consultant-Nisha Nair, Studio in a School
2. Guidance Counselor
3. Student Government Advisor
4. School Administrators, Teachers
5. Network Point person to facilitate PBIS professional development

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

1. Improved student behaviors in the classroom
2. Students ability to articulate their-short and long-term goals
3. Students ability to creatively express themselves and utilize their voice
4. Improved overall behaviors and a reduction of suspensions and fights in classrooms
5. Periodic monitoring of the program and revisit data from teachers, suspension reports etc.

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

1. Ongoing- September – June 2013-2014 applies to information provided in section A

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

1. Educational Consultant- It's Time Now  
Two Days- Monday & Friday  
4 hours twice a week for 20 weeks  
Educational Consultant- Studio in a School

Two Days- Wednesday & Thursday  
 2. 4 hours twice a week for 8 weeks

**Budget and Resource Alignment**

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

<b>x</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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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.

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

**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).

34% of parents agree that they have not communicated with school staff about their child's academic progress.

<b>Review Type:</b>	NYC School Survey	<b>Year:</b>	2012-2013	<b>Page Number:</b>	7	<b>HEDI Rating:</b>	N/A
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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.

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

**Annual Goal #5**

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

By June 2014 we will increase parental involvement by 10% using newsletters, monthly calendars, and other media to inform parents and to encourage parent participation in school activities.

**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**

Strategies to increase parent involvement/engagement will include the following:

1.

-Share individual student data with parents and provide them with strategies to support their child's needs.

-Workshops in the Fall and Spring to provide parents with strategies to address the social-emotional needs of their child.

-New Parent Orientation/Family Night/Open House for Parents (Fall, Spring)

2.

-Utilization of current data to identify subgroups and analyze needs of individual students

-Planning and implementation of a Family outreach plan ( ongoing)

3.

-Retention of a full time Parent Coordinator and allocation of space for a Parent Resource Center.

-Monthly implementation of parental offerings (workshops, engagement meetings, evening recognition events i.e. Maternal & Paternal

-Education Consultants that address anti-bully tactics, goal setting and constructing vision boards.

**Key Personnel that will support this work** includes:

1. Parents
2. Data Specialist, Guidance, Network support School leadership
3. Parent Coordinator, Community Supports

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

Education consultants to work with:

1. students, families and Parent Leaders
2. Principal, Assistant Principal, Teachers
3. Parent Coordinator

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

1. Greater parent participation at school functions
2. Parents becoming school volunteers working with school personnel i.e., teachers and administrative staff
3. Attendance increase at school sponsored workshops and seminars

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

1. September- June Ongoing as it pertains to section A

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

1. Books- Sussman Publishing-Bullying  
Parents Understanding the Common Core  
Tips for Checking Homework and other Assignments
2. Refreshments for Parent Workshops—  
7 Workshops
  1. Understanding the Common Core State Standards
  2. Homework Tips and Test Taking Strategies
  3. Social Media and Internet Safety
  4. Bullying and Cyber Bullying
  5. Homework
  6. Test Preparation-English Language Arts
  7. Test Preparation-Mathematics

**Budget and Resource Alignment**

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

<b>x</b>	<b>PF Set Aside</b>	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Grants</b>
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.						
<b>X</b>	<b>PF AIS</b>	<b>PF CTE</b>	<b>PF College &amp; Career Readiness</b>	<b>PF Common Core</b>		
	<b>PF ELT</b>	<b>PF Inquiry Teams</b>	<b>PF NYS Standards and Assessments</b>	<b>PF Parent Engagement</b>		
	<b>PF Positive Behavioral Management Programs</b>	<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>		

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Wilson, CCLS aligned Performance Tasks	Small groups; one to one	Intervention period-4 and After school
<b>Mathematics</b>	Acuity, In-house , Skill and Drill Sets	Small groups; one to one	Intervention period-4 and After school
<b>Science</b>	CCLS aligned supplemental material	Small groups; one to one	Intervention period-4 and After school
<b>Social Studies</b>	CCLS aligned supplemental material	Small groups; one to one	Intervention period-4 and After school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling	Small groups; one to one	Throughout the school day

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

2. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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.			
<b>x</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>A school based mentor is assigned to new teachers. The mentor uses the Danielson Framework as a tool to support and strengthen teacher practice and for self reflection.</p> <p>The Teacher Effectiveness Program -Advance is utilized to support teachers and help retain teachers.</p> <p>The Teacher Effectiveness Program Teacher Team is utilized as a steering team to coordinate peer observations to support and strengthen teacher practice using the Danielson Rubrics.</p> <p>Interface with the Human Resources Director to ensure that all teachers meet the requirements to become highly qualified.</p> <p>Administrators conduct beginning, midyear and year end conversations to give feedback to teachers on their progress.</p>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Network Sponsored Professional Development</p> <p>Mentor Meetings</p> <p>Graduate Courses</p> <p>Collaborative Team Meetings</p> <p>Attend recruitment fairs to identify HQT.</p> <p>Teachers do demonstration lessons before being considered for hire</p> <p>A school based mentor is assigned to new teachers. The mentor uses the Danielson Framework as a tool to support and strengthen teacher practice and for self reflection.</p> <p>The Teacher Effectiveness -Advance is utilized to support teachers and help retain teachers.</p> <p>The Teacher Effectiveness Program Teacher Team is utilized as a steering team to coordinate peer observations to support and strengthen teacher practice using the Danielson Rubrics.</p> <p>Interface with the Human Resources Director to ensure that all teachers meet the requirements to become highly qualified.</p> <p>Administrators conduct beginning, midyear and year end conversations to give feedback to teachers on their progress.</p>

**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 <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
These programs will meet the needs of our students in temporary housing, and students in foster care

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
A committee of teachers participated in the selection of assessment to be used for local and state measures.
The team consisted of 8 teachers who:

- Participated in professional development which clearly outlined the array of assessments they could select,
- Viewed a DOE Webinar detailing the guidelines for the MOSL.
- Provided guidance to the remaining teaching staff on the MOSL selection.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy, anti-gang/ bullying workshops 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 1<sup>st</sup> 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;

**Satellite East** will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference-October 9, 2013
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events-Ongoing
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men (Dad's take your child to school day-September 17, 2013) asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Satellite East, 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**

*Satellite East will 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;

*Satellite East will 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 1<sup>st</sup> 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;

*Satellite East will 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;

*Satellite East will provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;



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

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

## Part I: School ELL Profile

### A. School Information

District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>301</b>
School Name <b>Satellite East Middle School</b>		

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

Principal <b>Kim McPherson</b>	Assistant Principal <b>Tricia Hazelwood</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ESL Teacher <b>Loraine Taylor</b>	Guidance Counselor <b>Jennifer Denton</b>
Teacher/Subject Area <b>A. Nyarko/Special Ed. &amp; ELA</b>	Parent <b>Mr. T. Francis</b>
Teacher/Subject Area <b>K. Schrup/ Sp. Ed. &amp; Math</b>	Parent Coordinator <b>James Reaves</b>
Related Service Provider <b>Stacey Bradshaw, Speech/Lang.</b>	Other <b>Ms. Terisita Peralza, Teacher</b>
Network Leader(Only if working with the LAP team)	Other <b>Mr. Ghali , Teacher</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>167</b>	Total number of ELLs	<b>25</b>	ELLs as share of total student population (%)	<b>14.97%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
Push-In	0	0	0	0	0	0		0		0	0	0	0	0
Pull-out	0	0	0	0	0	0	5	9	11	0	0	0	0	25
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>9</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>25</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities	2
SIFE	7	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	20	7	0	5	0	0	0	0	2	25
Total	20	7	0	5	0	0	0	0	2	25

Number of ELLs who have an alternate placement paraprofessional: 0

### 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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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														0
Chinese														0
Russian														0
Bengali							1	1	2					4
Urdu														0
Arabic							4	4	6					14
Haitian														0
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								4	3					7
<b>TOTAL</b>	0	0	0	0	0	0	5	10	11	0	0	0	0	26

## Part III: Assessment Analysis

**Assessment Breakdown**

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

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

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

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)								4						4
Advanced (A)								1	1					2
Total	0	0	0	0	0	0	2	5	7	0	0	0	0	14

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

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Early literacy skills are assessed using running records. This assessment provided insights into reading comprehension weaknesses and informed instructional practices regarding reading skills needs for all three grade levels. These findings have been used to provide for the inclusion of the Wilson Reading System in order to support literacy. The teacher provides continued assessments at each level of mastery within the program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Currently, the NYSESLAT data reveals the typical results of a second language learner in their first three years of language acquisition. The students are stronger in speaking and listening and need more support in reading and writing.

The data suggests that vocabulary acquisition is needed to assist the students becoming more proficient in reading and writing.

The data reveals that our students need to make greater strides from year to year in NYSESLAT on all grade and proficiency levels.

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](#))

The NYSESLAT modalities have influenced the school's instructional decisions school wide. The school is planning more effectively with the data that states the ELLs need additional support in vocabulary development and language acquisition to achieve success in reading and writing. During the departmental meetings and planning sessions the teachers are actively including vocabulary scaffold in their lessons. Ms. Taylor, ESL Teacher actively teaches the students how to decode words using prefixes and suffixes as well as using context clues and the students are actively practicing their speaking and listening skills. Ms. Taylor, ESL Teacher works with the other teachers to create activities in the class that will assist the ELLs in achieving academic success.

4. For each program, answer the following:

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

We have not noticed any great gains but they are showing growth. They are showing socio-emotional growth and in the areas of listening and speaking skills. Continental publishing Vocabulary Links, Phonics and Word Study and New York ELLs are used to help our students improve language acquisition and vocabulary development across all proficiency and grade levels. The beginner, intermediate and advance level students show increasing growth in listening and speaking skills in all content areas. They continue to need improvement in reading and writing skills. At this time the ELL periodic Assessments are not currently being used.

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

N/A

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

Differentiation of instruction is used to ensure the students second language development and utilized in every classroom.

Students demonstrating patterns of concern are identified and are provided with interventions (Wilson Language System, ELA and Math Content Support). Interventions are adjusted accordingly based on student needs and mastery.

Appropriate core instruction is delivered to all students in their regular class and research-based instruction is delivered to all students. Differentiated instruction is used to meet the wide range of student needs in conjunction with curriculum that is aligned to the state learning standards and grade-level performance indicators for all subjects. Instructional strategies that utilize a formative assessment process are incorporated in the instructional plan for ELLs.

It is important to identify students who are not making academic progress at expected rates. It is vital to review the students educational history/background in order to wholistically know the ELLs. Targeted instruction is provided to address the needs of individual students demonstrating sub-standard progress in any of the core areas of study and addressed during weekly intervention

sessions.

Progress is monitored through on-going checks, to track the progress of students identified as needing intervention toward meeting learning standards. Data (student work, observation logs, and teacher made exams) is collected as part of progress monitoring and used to make informed decisions about changes to instruction.

Parent notification is provided to inform the parents of student progress.

In addition the The implications for the school's instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for newcomers, including increased use of technological activities in the classroom.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Extended Day and Saturday classes are offered to target specific modalities and to help students on all levels become familiar with the format of the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their language acquisition, vocabulary development and academic progress.

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?

N/A

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

Through active monitoring, the ELL data (NYSESLAT and LAB R) are analyzed by a teacher team (content teachers and ESL Teacher) to evaluate the success of the ELL program at 13K301. During ongoing monthly meetings the team reviews student data (formal and informal) in order to monitor academic progress and growth. The school administration conducts classroom visits and reviews student scholarship data to support teachers in their instructional best practices.

## 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](#).) Parents are given a Home Language Survey (HLIS) to identify the child's native language proficiency. The administration of HLIS includes an informal oral interview which must be completed with the assistance of a pedagogue in English and in the native language. A licensed teacher (LAP Team teachers: Ms. Perlaza, Ms. Nyarko or Ms. Schrup) or Ms. Lorraine Taylor, ESL teacher assists the parents in the administration of the HLIS. This survey lets us know what language the student uses at home. If HSLIS indicates that the child uses a language other than English, and oral interview (Ms. Perlaza, Ms. Nyarko, Ms. Schrup, or Ms. Taylor conduct the interview) is conducted in English and the native language (Spanish, Fulani, French or Arabic) to determine if the student requires administration of the Language Battery Assessment (LAB-R). The Language Battery Assessment (LAB-R) is administered by a licensed teacher or Ms. Lorraine Taylor, ESL teacher. Performance on this test will determine and identify whether the child is an English Language Learner requiring English Language Development Services or is English Proficient. The administration of the Spanish LAB for Spanish Speaking ELLs is completed by the LOTE Teacher,

Ms. Perlaza (LAP Team member).

Once the assessment is graded, the ESL Teacher notifies the parents of their child's enrollment status. The LAB R is sent to the BAID for submission for scanning. The students are tested within ten days of enrollment for the LAB R Assessment. The ESL Teacher plans an orientation for the parents of newly enrolled ELLs to inform them of the different ELL programs available during the parent orientation. Parents are invited in writing and via telephone and it is hosted by Lorraine Taylor, ESL Teacher and/or other members of the LAP team. The parents have the opportunity to collect materials about ELL programs in their home language and to ask questions with assistance from a translator if necessary. Parents also have the opportunity to watch an informational video and

visit the ESL and General Education classrooms. The three programs - Transitional Bilingual, Dual language, and Freestanding ESL Programs for English Language Learners are explained to the parents in detail. At the end of the orientation, the ESL teacher collects the Parent Survey and the Program Selection Form, where the parent indicates what program he/she is selecting for his/her child. All forms are collected at the end of the session. If the parent requires more time to make a decision the Parent Coordinator will follow up to ensure the return of the document.

The Freestanding ESL (Pull-out/Push-in model) Program will support the newly entitled student and enrollment is immediate. The parents of students who have been identified as English Language Learners are provided an Entitlement Letter.

The Entitlement Letter is provided to parents to inform them about the child's identification (Proficiency Level and mandated number of minutes and the child is enrolled in the program within ten days. If at any time, we have a population of 15 students within two contiguous grade levels with parents requests of a Transitional Bilingual Program, we will open one as mandated.

All students who are enrolled in the ESL program are formally assessed annually using the NYS English as a Second Language Achievement Test (NYSESLAT) to assess their progress in the four modalities of the English Language until they attain the 'Proficient' level. They no longer require mandated ESL services but are entitled to two years of accommodations and support during this time of full transition into general education classes.

To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, M.S 301 provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. All parents are informed about our support/intervention programs. As part of our effort to strengthen the parental involvement, members of our school community who are bilingual ensure communication between the school and the home. The language and interpretation unit and outside agencies are used by the school to best communicate with all parents as needed. The following teachers are bilingual and assist parents in their native languages: Ms. Perlaza - Spanish, Ms. Taylor/Ms. Augustin - French, Mr. Ghali - Arabic.

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.  
Upon entrance to the school and the HILS form is completed. The parents are brought in for an orientation with in the first week of their child being admitted into the school. The parents are shown the video from the EPIC materials describing the three program offers. The parents are told the programming that are school offers and are informed of next steps if they choose to opt into another program. Parents are constantly kept informed of students progress, school programs and workshops through translated materials in the home language as well as by the ESL teacher. Parent outreach is conducted by the parent coordinator and the following bilingual teachers: Ms. Peralza, Ms. Taylor, Ms. Augustin and Mr. Ghali (classroom teachers). They send notices in the native language and are available for the parent orientation sessions held during the school day and evening sessions every term. Outreach is conducted to the parents who had previously chosen a TBE/DL Program in the beginning of the school term every year regarding the status of their request via email, backpack, mailed letters and telephone calls in English and the native language by the LAP Team teachers, designated bilingual teachers /ESL teacher and parent coordinator.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
The school ensures that new and continued entitlement letters are distributed to all mandated students in the beginning of the school year by Ms. Taylor, ESL Teacher, parent coordinator, LAP Team Teachers and bilingual teachers. The notices are

translated in Spanish, French and Arabic and sent to parents via email, postal mail, and backpack. The documents are secured and placed in a folder during each school year. The Parent Survey and Program Selection forms are provided during Parent Orientation and explained and discussed in detail. The documents are secured and stored in the main office file cabinet. The documents are collected after every session by Ms. Taylor, ESL Teacher and the Mr. Reaves, Parent Coordinator. These are very important compliance documents which are collected and secured/stored. ATS reports are used to identify students : NYSESLAT scores/modality - RNMR, LAB scores - RLAB, NYSESLAT/LAB R scores for the past three years to look at patterns and trends in proficiency and RLER to identify NYSESLAT Eligibility.

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

After the parents review the EPIC materials the school and the parents make an active decision together with Ms. Taylor, ESL Teacher and/or the LAP Team teachers to determine the program that best fits the students in the beginning of the school term during small group and/or individual parent conferences. Placement letters are distributed at this time. The placement letters are recorded in the student's file and maintained in the main office. Entitlement letters are also distributed in the beginning of the school year by Ms. Taylor and the LAP Team teachers. The entitlement letters are maintained on file in the main office. All letters and notices are translated through the use of the NYCDOE Translation and Interpretation Unit or an outside agency, Ms. Taylor, ESL teacher or bilingual teachers ( Ms. Augustin, Ms. Perlaza, and Mr. Ghali) who are fluent in the language to ensure parents are kept abreast of what is occurring in the school.

Parent Choice is honored and parents are informed each semester regarding the status of their program choice by Ms. Taylor, ESL teacher. The parents are contacted via telephone with a translator if needed or via translated letter to update them on the status of their request and any changes in enrollment or the number of students mandated to open a TBE or DL Class. The School secretary reviews and updates the ELPC screen in ATS in order to obtain an accurate account of parent language choice status so that the school can effectively and efficiently support good parent communication. The ELPC screen has to be updated within 20 days by the school secretary in consultation with Ms. Taylor, ESL teachers. Parent choice is based on the needs of the parent and student (s) and the three available programs: TBE, DL, and Freestanding ESL.

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.

Each year a testing schedule is derived based on the ATS report - RLER which provides the list of eligible students to take the NYSESLAT. Mr. Kemel Roberts, Testing Coordinator meets with the teachers and reviews procedures for test administration. Based on the test administration documents a schedule is created for the students to be tested and the LAP Team teachers will support the assessment process ( Ms. Taylor, ESL Teacher, Ms. Perlaza, Ms. Nyarko, Ms. Schrup and Ms. Bradshaw). The four components (Speaking, Listening, Reading and Writing) of the exam are tested based on the structured schedule and timelines set for the assessment. Mr. Roberts, Testing Coordinator has procedures in place and protocols with the assigned staff to ensure testing is complete, accurate and flawless.

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. 
- Of the 25 parents that have had to choose a program the majority of parents have chosen the free standing ESL program (24 parents) with the thought that their children need to immerse themselves in the English language acquisition. There was only one parent that requested a TBE class. The program model that is one hundred percent aligned with the parent choice requests for programs. This data is monitored closely by Ms. Lorraine Taylor, ESL teacher, Ms. K. McPherson, Principal and Ms. T. Hazelwood, Assistant Principal. The parent choice forms are monitored. Alignment is built between parent choice and program offerings by the completion of the following steps: 1. Communication and Parent Orientation Meetings 2. Individualized Conferences with Parents with bilingual teachers as needed 3. Communication with the LAP Team Members on a monthly basis 4. Follow up with parents on choice. These steps are adhered to in order to keep abreast of parent needs

## **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])?

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Instruction is delivered in a pull-out ESL model of 45 minutes periods with small, ungraded groups of 10 students who are on the same language proficiency level. Students follow the same curriculum as monolingual students and the ESL teacher collaborates with the monolingual to share assessment data and next steps. This provides the students, preparation for transition to monolingual settings. During specified teaching periods the ELA and ESL teacher have collaborate. The ESL teacher will push-in as needed to provide support and scaffolds for the ESL students. In order to ensure that the mandated instructional period of time is provided according to proficiency levels, the ESL teacher is provided the data showing each student's NYSESLAT scores and corresponding mandated requirement of instructional time. The ESL teacher creates the ESL schedule which is approved by the Principal of the school to ensure compliance. Students at the Beginner and Intermediate Proficiency Levels receive 360 minutes

of ESL instruction which includes ESL instruction in Literacy and content areas per week. Students at the Advanced Proficiency level receive four 180-minutes of ESL instruction. ESL instruction utilizes hands-on activities and use of graphic organizers in small groups.

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)?

Ms. Taylor, ESL teacher schedules her pull out classes in order to meet the individual mandates of beginner, intermediate and advanced students. The beginner and intermediate students receive 360 minutes per week and the advanced students receive 180 minutes per week of mandated ESL services. Students are grouped according to their proficiency levels. The beginner's group provides ample opportunities to develop vocabulary building, and automaticity/fluency skills. Social and situational speaking is encouraged in a small group setting for the beginning level student. The Intermediate level students are supported in continuing to build their fluency skills, and academic vocabulary development to improve reading and writing skills. The advanced level grouping continues to work on class discussion skills, and writing skills. All students are given their mandated services and are given extra time during the 37.5 minutes. All students are being supported in the Common Core Learning Standards for all the core content areas: ELA, Math, Science and Social Studies. The students also participate in after school supplemental programs in ELA and Math. In addition to their mandated ESL services the ELLs also receive intervention services twice per week to support ELA and Math during the school day.

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.

Ms. Taylor is using Differentiated Instruction in order to individualize instruction for all learners ( groupings based on levels, varied activities and techniques are used to provide meaningful engagement in the classroom). Ongoing professional development in the content areas by lead teachers and coaching is provided by Ms. Hazelwood, Assistant Principal in order to provide solid instruction due to the demands of the Common Core Learning Standards. The school is using CMP3 Math Curriculum and Expeditionary Learning for their ELA Curriculum and ongoing professional development is provided and turn keyed to the teachers throughout the school year.

In order to maximize language acquisition for ELLs, Ms. Taylor, ESL teacher and classroom teachers work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of the ELLs. Ms. Taylor, ESL teacher also assists in the acquisition of language using the supporting materials ( Continental books) on to assist the ESL students in achieving success in the Common Core Curriculum. Students use dictionaries and glossaries to support vocabulary development activities. Classroom libraries which celebrate the multilingual and multicultural students in our program are available in the ESL class.

The ESL teacher uses the DOK and patterns the questions after the ELA, Math and Science common core state exams. Students receive content area instruction from monolingual teachers who incorporate ESL strategies throughout the day. All students participate in hands-on experiments and projects, cooperative group work, and visuals to support learning and make the

content comprehensible and enrich language development. ELL students receive two periods of ELA Academic Intervention Services per week and are encouraged to participate in our afterschool and Saturday school programs. Our plan includes individual plans to facilitate the growth of students in the modalities that they must master in order to attain 'Proficient' level on the NYSESLAT and then transition into a monolingual program. Teachers consistently analyze the data to address the academics needs of these students and provide differentiated instruction to support growth in academic vocabulary and written language. In addition, teachers focus on developing higher order thinking skills to enhance their reading comprehension skills.

Our targeted intervention program for the ELLs in ELA, Math, and other content areas include:

- ELA Academic Intervention Services (all language levels)
- Math Academic Intervention Services (all language levels)

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

N/A

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

The Lessons that are delivered have the four modalities ( Listening, Speaking, Reading and Writing) of English Acquisition built into the lessons. As units are created the students practice speaking and listening in whole and small group. The students practice reading and writing daily based on the Common Core Standards using the DOK as a tool to ensure the students are experiencing academic rigor.

In order to assist our students in both academic achievement and assessment in the four modalities, there is a variety of solutions that we are utilizing this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in research based Instructional Strategies
- Analyze ELLs' data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiate instruction
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA and ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms

Ms. Taylor, ESL teacher will provide the students with supports based on her knowledge of ESL techniques and methodologies used in the pull out program. Assessments will be teacher made based on CCS and informal and formal exams will be used to continue to provide rigorous instruction and engaging activities for the ELLs. Continental materials are used to assess the four modalities and focus on the CCS.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

The SIFE are pulled separately periodically to ensure to provide wholistic support. These two students are given emergent texts to support increased decoding and reading skills. These students are in the early production and speech emergent stage and are encouraged to produce short phrases and focus on listening and absorbing vocabulary. Discussions are encouraged to support listening and speaking skills using think- pair share models and previewing are encouraged. There is an emphasis on vocabulary development and increasing written work from phrases to longer sentences. The classwork and activities are differentiated based on student levels.

Newcomers will receive intervention and progress monitoring to review intervention needs. The instruction will focus on vocabulary development as well as comprehension. and writing skills. The focus is on demonstrating opinions and analysis of text. It is important improve fluency and vocabulary knowledge.

Ells receiving service from four to six years and Long term ELLs are in need of enhancing reading and written communication skills, vocabulary development and sentence patterns. Based on the data these students need support in the reading and writing modality.

Former ELLs are provided with the support of testing accommodations for two years after testing as proficient. They continue to

receive intervention support as needed twice weekly along with their mandated peers in Math/ELA.

In order to help students make academic progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers
- Assisting students during work periods, conferencing with students in and out of class, Informal Assessments, and Running Records.
- Additional small group intervention sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Differentiation throughout the ELL program is done through a varied content of assignments and reading materials. Students are given different text covering the same topic as well as varied leveled assignments. All students focus on learning academic vocabulary, reading and comprehension skills, listening, reading and writing with understanding, and facts and details.

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?

Teachers use various strategies and grade level materials to teach ELLs and accelerate their English development. talk-pair-share, small group instruction, individual pull-out services, and individual work with teachers. The Wilson Language System is a researched based program which supports language acquisition and vocabulary development. The students gain decoding and encoding skills in order to improve language fluency. Students have a number of levels to complete and each levels selct specific skills which are practiced. This program is provided as an intervention support program to assist students in improving language development. This program is used from grade 3 to adult level. Continental materials include vocabulary development materials which are both age and proficiency level appropriate. They materials are geared to vacabulary development and phonics word study for the beginner. New York ELLs by Continental provides support in language acquisition in the four modalities with lessons on storytelling/using dialogue for listening and speaking and informational/literacy texts for reading. The writing component includes essay writing ( descriptive, argument and informational fact based), short responses. Differentiate instructional strategies are also used to provide individualized instruction and support the academic levels of the students. A variety of D.I. activities provide for various ways students can indicate learning and skill mastery. The ELLs-SWDs are supported by Ms. Taylor the ESL teacher and are provided with mandated minutes as beginners (360 minutes), intermediate (360) and advanced (180 minutes).

They are supported in content area instruction for ESL and in their Integrated Co Teaching Classes which give them the least restrictive environment.

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?

Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and classroom teachers
- The delivery of intervention services, after school and as part of our Saturday Academy to ensure the students can be moved to the least restrictive environment.

The students are also pulled out for services with the general education students. The ELLs-SWD's are in Integrated Co Teaching Classes.

Flexible programming is used to provide for maximum time spent with non disabled peers and the students are in the ICT class. The criteria for placement is guided by the SOPM and flexible programming mandates for students with disabilities. The School Implementation Team will begin the process of compiling information on students for review in order to provide evidence to place students in the ICT class based on attendance, behavioral needs, academic and socio- emotional needs. It is important to look at the class needs and inclusion of the parents in the conference on least restrictive environment. The SIT members make recommendations to the SBST regarding flexible programming for upcoming students in preparation of the students' IEP Meetings. The school ensures that this practice takes place by documenting team meetings and involving school administrators

and teacher leaders on the SIT team.

**Courses Taught in Languages Other than English **

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

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

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

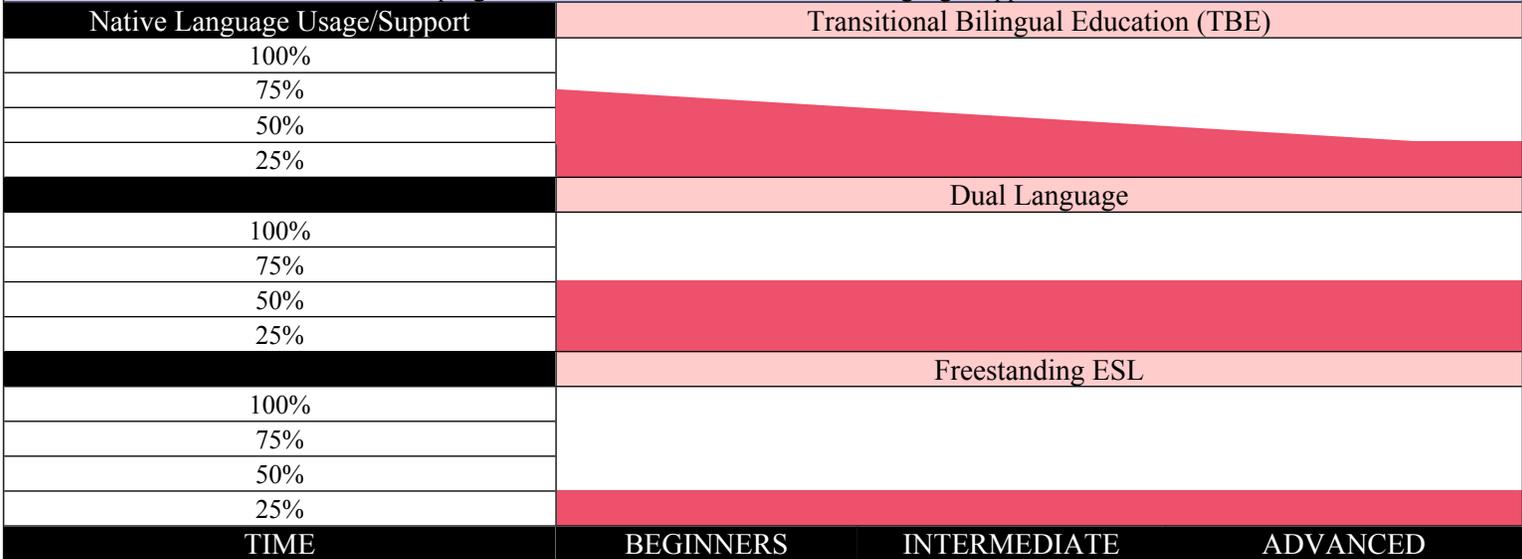
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- After School Support/ Targeted Instruction ( ELA/Math)- offered in English - All ELLs  
Small Group Instruction - Intervention Class for ELA and Math twice Weekly Offered in English - All ELLs  
37.5 minutes daily Wilson Language System/Reading: Decoding and Encoding -Offered in English- All ELLs  
The targeted intervention in ELA and Math ar based on the Core Curriculum of expeditionary Learning (ELA) and CMP3 Math which has exploration and varied practice activities leading to mastery for middle school students. The science program is more hands on and provides for an increased amount of exploration activities which can be extended beyond the classroom.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The school community is working hard to support our ELLs. The population has dramatically increased within two years. We have a population of twenty five students. The students are new to the country and the students are improving in the acquisition of the English language. The teachers collaborate on strategies to support the ELLs. The Assistant Principal coaches teachers in instructional best practices to enhance the acquisition of language skills and vocabulary development in the general education classrooms. sup Teacher observation, informal testing and formative state exams help teachers in evaluating student progress and program effectiveness so that adjustments and shifts are made to improve the current ESL program. The NYS ELA, Math and Science exams as well as the NYSESLAT are used to evaluate the needs of the ELLs in the school. Students are making gains and there is evidence of student academic growth in all four modalities. There is still a need for more improvement in reading and writing in the content areas.
11. What new programs or improvements will be considered for the upcoming school year?
- The programming will basically remain the same.
12. What programs/services for ELLs will be discontinued and why?
- n/a
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs and academic and extracurricular services in the building. The students can participate in the Algebra Class which ends in Regents credit or the Pre-Algebra Class and Spanish Class. Students participate in the Chance- Karate Program which is after school ( three times per week). The y also participate in School Art Program which incorporates graphic art and news print production. Students display their work in the building on the walls which serve as an Art Gallery. The program also teaches students to use other mediums such as painting and sculpture. There is a SAT-FIT exercise programs for students and teachers to maintain a healthy lifestyle by jogging and or walking in the gym. This takes place twice per week.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- (Computer Lab, Laptop Carts, Smartboards, language specific dictionaries, calculators, English and Math software programs, translated textbooks, translated articles ) These materials are used to support the ESL and general education teachers in all content areas to support all of the ELL subgroups. The native language materials are increasing and the ESL teacher has a variety of materials in the pull out classroom ( Continental, Curriculum Associates and translated articles and materials are used).
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Some classroom teachers can scaffold native language support in Spanish. Parents are supportive in working with the school for the growing population of Arabic students ( materials, books and cultural events). Teachers bring in materials which are culturally relevant to students to enhance their knowledge and promote a positive learning environment. it is imperative that teachers get to know students and for building relationships and trust with families. Technology is used to deliver native language support ( (internet, programs and google translate).
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The ELLs are primarily adolescents that come to the school community with a variety of needs. The guidance counselor, and teachers work collaboratively to provide social emotional supports for grades 6 - 8. The network team has a wealth of resources for parents and ELLs which are provided by the Director of Youth Development. Resources in all areas of student development are provided to the parent coordinator and guidance counselor to aid in supplying the social emotional needs of the students.

Related service providers are available to provide guidance in the areas of speech and language, physical development, occupational therapy and social work in order to aid parents and students.

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.

Newly enrolled ELLs are paired with a buddy in the grade to show them the rules and procedure in the school. The ESL teacher aides in helping students adjust to the school culture. The guidance counselor works with the parent coordinator to arrange meetings with families to support the creation of a positive and wholistic learning environment. Ms. Taylor works with parents and students to survey their needs and any problems they may have. Ms. Taylor meets with incoming students and parents for an orientation session in the beginning of the school year along with Mr. Reaves, Parent Coordinator and Ms. Denton, Guidance Counselor.

18. What language electives are offered to ELLs?

Spanish

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)?

n/a

## 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.

Our school participates in ongoing professional development in the content areas on Common Core Learning Standards which is provided by CFN 112 in the content areas of Math and ELA ( Workshops, Reunions, and LAB site schools for intervisitation are just a snapshot of offerings provided to support high quality instruction for teachers) from September to June. The Lead Teacher turnkey the training to all teachers at the school. Additional professional development offerings are provided by the publishers of CMP3 and Expeditionary Learning Core Curriculum staff developers throughout the school year which is turnkeyed by lead teachers and/or the assistant principal. Ms. T. Randall, Director of Youth Development and Parent Engagement hosts monthly Guidance Counselor and Parent Coordinator Meetings from September to June. The Office of English Language Learners offers monthly professional development opportunities which all teachers benefit from. Lead Teachers or the assistant principal attends and turnkeys to the staff during monthly faculty conferences.

Ms. Denton, Guidance Counselor receives guidance and support from the school administration in helping students transition from elementary school to middle school and middle school to high school. Ms. Denton meets with feeder school counselors to discuss and describe the school and discuss the demand of transitioning to middle or high school. The school administration meets with the guidance counselor to provide support and set up conferences with elementary and high school counselors and teachers in the Spring Term after NYS exams.

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF - ELL Training for special education teachers and non ELL teachers as per Jose P.

Network Support Specialist and ESL teacher conducts in-house professional development for all teachers on the topics listed below are scheduled for all staff members (teachers, secretary, school aides, parent coordinator, and guidance counselor)

1. Identification Process of English Language Learners
2. CR Part 154 requirements
3. Analyzing the data for ELL's
4. Understanding the needs of the ELL's
5. Review of NYSESLAT scores
6. Scaffolding strategies for ELL's-11/4/13
7. Strategies for developing academic vocabulary reading skills for ELL's - 11/4/13
8. ELLs Strategies and Techniques for Classroom Success Part I - 3/3/14
9. ELLs Strategies and Techniques for Classroom Success Part 2 - 4/17/14
10. ELLs Strategies and Techniques for Classroom Success Part 3 - 5/5/14
11. ELLs Strategies and Techniques for Classroom Success Part 4 - 6/9/14

## 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?

At our school, we value and support parental involvement, especially related to the parents of ELL students. During Parent Teacher conferences and Orientation meeting for new ELL's invitation letters are sent in native languages and agenda of the meeting is also prepared in native languages. Programs for the ELL's form an item of discussion in the agenda for the meetings. Bilingual teachers translate at the meetings. LAP Team members and bilingual teachers are also provide help in understanding the structure of LAB-R testing, NYSESLAT, and NYS Intermediate Level School Testing in ELA, Math, and Science. Our ELL families are invited to all school events, our ELL information sessions, and to visit our ESL Program. We also plan and conduct parental engagement activities related to ARIS and literacy to attract the participation of ELL families.

At this time the school does not partners with other agencies or Community Based Organizations and the school community is interested in finding additional partners to support ELLs and their parents. The needs of parents are evaluated by survey and conversations with parents during various PTA Meetings and Orientation Conferences by Mr. Reaves, Parent Coordinator and Ms. Taylor, ESL teacher. The parent involvement activities featured this year are as follows: Curriculum Night, Parent Orientations for ELL Parents, Orientation for New Students, Family Night, Game Night, Fitness Night, Informational Meetings, and Parent Teacher Conferences with Guest Speakers.

The activities noted address the parents needs as evidenced by the positive feedback received by staff and the participation at the events. The activities incorporate interactions with all parents and the school community in both educational and recreational events.

## 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.

To assess the literacy skills of the ELL's Ms. Taylor, ESL teacher uses Fountas and Pinnell to determine their reading levels. The data assists in providing meaningful insights to how the students can decode the language. However, it does not assist with the comprehension of what was read. Ms. Taylor, ESL teacher along side with the ELA teachers collaborate and work on vocabulary scaffolding. The instructional plan is determined through thorough analysis of the students reading level, comprehension level and student critical thinking and analysis skills. The plan is then tailored to included various inputs and outputs based on group need.

The data reveals the students have an excellent command on BICs communication and have difficulties in the reading and writing comprehension. Students still need to improve CALP.

The patterns across the NYSELAT modalities affect instructional decision school wide because it is a noted trend school wide, that reading comprehension and writing are an overall need. The school had addressed this issue through various initiatives to promote reading and writing throughout the ELL population as well as the rest of the school.

In the Free Standing ESL program, the students are moderately proficient in speaking and listening but are below proficiency in reading and writing as evidenced by the daily interactions of Ms. Taylor, ESL teacher.

## Part VI: LAP Assurances

School Name: <u>301</u>		School DBN: <u>13k301</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kim McPherson	Principal		
Tricia Hazlewood	Assistant Principal		
James Reaves	Parent Coordinator		
Lorraine Taylor	ESL Teacher		
T. Francis	Parent		
A. Nyarko/Sp. Ed/ELA	Teacher/Subject Area		
K. Schrup/Sp. Ed./Math	Teacher/Subject Area		
	Coach		
	Coach		
Jennifer Denton	Guidance Counselor		
	Network Leader		
Terisita Perlaza	Other <u>Spanish Teacher</u>		
Stacey Bradshaw	Other <u>Speech/Language Tchr</u>		
Mr. Ghali	Other <u>Teacher</u>		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 13k301 School Name: Satellite East

Cluster: 1 Network: 112

**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**

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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.

At the beginning of each academic year any new students entering the New York City school system, specifically MS 301-Satellite East for the first time completes the HLIS form as a part of their Registration packet. On Part 3 of the HLIS the parent indicates their preferred language(s) for oral and written communications with the school and teachers. Also a Parent Survey and the DOE Blue Cards are distributed to every students home inquiring about preferred oral and written language for their communications. Of the 167 students this year, parents speaking Spanish, Bengali, and Fulani have asked for translation of written documents. All DOE communications (HLIS, Parent Brouchures, Entitlement letters, Non-Entitlement letters, Continued Entitlement , ect) already come translated and are provided in the appropriate and requested languages. Immediate oral translation is available from pedagogical and non-pedagogical staff members in Spanish, and Arabic for any parent calling in, or coming in for information about their child.

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.

Once the Parent Survey and bluecards are returned to the school the information is turn-keyed to the SLT, who complies a Needs Assessment for the school. Then the information is disseminated to the entire staff so all pedagogues, service providers, paraprofessionals, office personnel, and administrative personnel are aware of the parental needs of their student's families for translation. There are two families that require oral and translation services at our school in Bengali and Spanish.

## Part B: Strategies and Activities

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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.

All DOE documents come translated and are provided in appropriate home languages for those parents who have requested it. Documents can be provided by pedagogical and non-pedagogical staff members, as well as by the office staff, Dean, Guidance Counselor. In addition, parent volunteers can also provide oral translation in Arabic and Spanish. Other languages are available for translation using the New York City Department of Education Language Interpretation Services.

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.

All DOE documents and parent notifications are translated and provided in Spanish, Bengali and Arabic. A sign is posted at the front of the school in various languages, indicating that translation services are available. DOE Translation and Interpretation Services are available upon request for languages other than those supported by school staff.

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>.

Signage in building and Parent Bulletin boards display information about DoE interpretation services. This information is shared during all meetings with parents/guardians including Orientation sessions for new and incoming students.