



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE ESSENCE SCHOOL
DBN (i.e. 01M001): 19K311
Principal: MR. JERMAINE LEWIS
Principal Email: JLEWIS18@SCHOOLS.NYC.GOV
Superintendent: MS. JOYCE HARTE-STALLINGS
Network Leader: MR. LUCIUS YOUNG

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
JERMAINE LEWIS	*Principal or Designee	
JOSEPH USATCH	*UFT Chapter Leader or Designee	
BENJAMIN CAPERS	*PA/PTA President or Designated Co-President	
JEANETTE WILLIAMS	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
ALMA WOODS	CBO Representative, if applicable	
CHARLENE OSENI	Member/ TEACHER	
CYNTHIA SMITH	Member/ TEACHER	
JANET WATSON	Member/ TEACHER	
SHENELL HAMILTON	Member/ PARENT	
PAULA GUNN	Member/ PARENT	
YUDELKA FRANCO	Member/ PARENT	
SHAO TUN TAN	Member/ PARENT	
CARMEN FRANCIS	Member/ PARENT	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 19K311

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	149	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	3	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	2	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	83.0%	% Attendance Rate		92.8%	
% Free Lunch	87.2%	% Reduced Lunch		7.3%	
% Limited English Proficient	9.8%	% Students with Disabilities		22.6%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American		73.2%	
% Hispanic or Latino	23.8%	% Asian or Native Hawaiian/Pacific Islander		0.6%	
% White	2.4%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	3.17	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		7.7%	
% Teaching with Fewer Than 3 Years of Experience	7.7%	Average Teacher Absences		6.5	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	8.1%	Mathematics Performance at levels 3 & 4		6.3%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		51.6%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The strengths of the school's 12-13 SCEP was that it was an action plan that was developed by a team of administrators, teachers, staff and parents. The goals were developed with new initiatives from New York State and New York City, specifically the Common Core Curriculum and the Charlotte Danielson Framework.			
Describe the areas for improvement in your school's 12-13 SCEP.			
One of the areas for improvement from the school's 12-13 SCEP was that It does not fully address the demands of the 13-14 New York City and State initiatives, including the new evaluation system and the infusion of the new curriculums rolled out for Math and ELA (CMP3 and Code X).			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
One of the biggest challenges was the introduction of the Common Core Curricula and the New York State ELA and Math tests and how to incorporate that into our action planning. It was decided to focus on specific components of the Charlotte Danielson Framework in order to be clear and consistent in our academic focus for our school.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Grade teams were encouraged to take greater responsibility for the design and adjustment of new curricula Teachers were introduced to the Danielson Framework for Teaching			
Were all the goals within your school's 12-13 SCEP accomplished?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/> X
If all the goals were not accomplished, provide an explanation.			
New ELA & Mathematics curricula became the baseline for higher standards & College Readiness & many of our Grade 6, 7 & 8 students needed additional testing time to complete the New York State Tests in 2013.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	<input checked="" type="checkbox"/> X	Yes	<input type="checkbox"/> No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Students enter Grade 6 with reading levels that are below grade level. Challenge to develop suitable multiple entry points into the new curricula with higher standards, especially for struggling readers.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
In the NYS ELA & Math Tests 2013-14 the targets are to: <ol style="list-style-type: none"> 1. Increase the percentage of Level 3 boys from 3.8% to 5% 2. Increase the percentage of SWD students achieving proficiency levels 3 or 4 from 0% to 2% 3. Increase the percentage of ELLs students achieving proficiency levels 3 or 4 from 0% to 2% 4. Decrease the percentage of all students achieving level 1 by 5% 			
Describe how the school leader(s) will communicate with school staff and the community.			
<ul style="list-style-type: none"> • Faculty Conferences • Grade Conferences 			

- Newsletters
- Additional Conferences With Parents
- School Website
- Internal Email System (Google For Educators)
- Informal Observations
- Formal Observations

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

1. We are now into the full implementation phase of the teacher evaluation and development system by instituting a cycle of formative observations accompanied by feedback that will pinpoint areas of effective practice and areas of need based on the 2013 Rubric for the Danielson Framework for Teaching. Teachers will receive whole group and individualized professional development based on their identified areas of need.
2. In order to tackle improvements in student outcomes we have prepared the way for meeting higher standards and to ensure that curricula, particularly ELA & Mathematics, are aligned to the Common Core Standards (CCS). We have strategically planned to meet the needs of all our students, especially those students that are struggling or who are English language learners and those students with an IEP. We believe that assessing and then addressing students individual needs is the best way to improve student performance.

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

1. A whole-school approach has been devised that began with a series of trainings to assist teachers to develop a shared understanding of the Danielson rubric demonstrating clearing what effective teaching looks like in the area we are focused on this year (3b and 3d). Each teacher will have the opportunity to learn about and reflect on their own practice in response to exposure to rigorous teaching and to be supported in actively developing their professional expertise through the cycle of observations accompanied by 1:1 conversations with their supervisor, who will actively support teacher growth through a deeper engagement with these components of the Danielson Framework for Teaching.

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

We are building capacity within our grade level teams to take responsibility, with guidance, for improved outcomes.

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

1. Principal and assistant principal with an instructional focus will provide the professional guidance for the implementation of the Danielson Framework for Teaching.
2. Our Grade teams are willing to accept professional responsibility & to accept professional development support.

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).

1. **Alignment to Citywide Instructional Expectations (CIE) targeted areas of the educational program that need to be strengthened, specifically 3b Using Questioning & Discussion Techniques & 3d Using Assessment in Instruction.**
2. **In the 2012-13 Progress Report our Student Progress overall was 29.4 and a ‘B’, Student Performance 12.2 and an ‘B’, School Environment 7.3 and a ‘C’ and Closing the Achievement Gap 3.8. Our Overall Score was 52.7 and a ‘C’. In 2012-13 our Overall Percentile was 38. From this it is clear that improving pedagogical delivery is required to improve Student Progress overall and particularly with respect to Closing the Achievement Gap for our students with disabilities and our English Language Learners.**
3. **In the 2012-13 Quality Review Report, one of our areas in need of improvement was to “deepen teacher pedagogy and shared belief systems that ensure all learners have to appropriately challenging and rigorous learning opportunities that promote academic growth. (1.2)”.**

Review Type:	Progress Report	Year:	2012-13	Page Number:	1	HEDI Rating:	C
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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.

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

Annual Goal #1

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

By June 2014, 100% of teachers will possess a normed understanding of the competencies and the rubric from the Charlotte Danielson’s Framework for Teaching included in the new teacher evaluation and development system for improved pedagogy, by focusing on lesson design, assessment, questioning, and discussion techniques to enhance pedagogical delivery & achievement outcomes for all students- including identified student subgroups.

This goal will be measured for each teacher throughout the entire school year based on the Charlotte Danielson Framework. Teacher should show growth from the beginning of the year through the end of the year in the different components.

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.

▪ **Strategies/activities that encompass the needs of identified subgroups**

All teachers will participate in the following professional growth practices that shift teaching practices:

1. **Participate in and complete self-reflection regarding their practice within the specified domains of the Danielson rubric.**
2. **A minimum of 1 formal and 3 informal classroom observations to observe practices across competencies, & specifically 3b and 3d.**
3. **All teachers will write a minimum of 4 Effective lessons in accordance with the Danielson rubric.**
4. **All teacher teams will review student assessment information a minimum of 4 times during the 2013-14 school year.**
5. **Receive timely & actionable feedback following observations.**
6. **Modify practice(s) according to feedback received from observations.**
7. **Receive specifically tailored PD support, as required, (in-class support, coaching, inter-classroom visitations, ARIS Learn, inter-school visitations, outside PD, etc).**

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

1. **All Teachers**
2. **Principal and Assistant Principal will work on effective classroom observations**

3. All Discipline Teams, Team Leaders & Supervisors (reviewing student assessment information)
4. Supervisors & All Teachers
5. All Teachers (as required)
6. All Teachers (as required), Team Leaders, Supervisors
7. Principal, Assistant Principal, All Teachers, Outside Consultants, Network Support

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

1. By the end of the 2013-14 school year, supervisors, coaches and teachers will agree with the calibrated rating 80% of the time as to whether teacher practice, as observed in training video represents 'Highly Effective', 'Effective', 'Developing', or 'Ineffective' practice across competencies 3b and 3d.
2. Complete self-reflection exercise following the Danielson PD
3. Grade team share 'Effective' and 'Highly Effective' strategies for 3b & 3d and lesson plans (where applicable)
4. Supervisors will conduct an analysis of the results of unit assessments to monitor effectiveness of teaching strategies to support student growth over
5. Minimum of 3 times a year between September 2013 and June 2014
6. Follow up will be conducted within the month of the observation & feedback, whenever modifications are deemed necessary
7. Schedule of support will be provided during at the time of the observation feedback if required.

▪ **Timeline for implementation and completion including start and end dates**

1. Whole school PD conducted in September and November
2. Ongoing September 2013 to June 2014
3. Ongoing September 2013 to June 2014
4. Following unit assessment for ELA & Math (October, December, February and April)
5. Ongoing September 2013 to June 2014, as required
6. Ongoing September 2013 to June 2014, as required
7. Ongoing September 2013 to June 2014, as required.

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

1. 2013 Danielson Framework & Rubric
2. ARIS Learn video & materials
3. PD at scheduled monthly Faculty meeting
4. Generation Ready Literacy Consultant
5. Grade team & subject team planning meetings
6. Schedule of observations & follow up feedback
7. PD for specific teachers requiring additional support

*Generation Ready consultant conducts monthly professional developments with the staff around the norming of the Danielson Rubric and helping support the staff develop best practices based on the Danielson Rubric. Consultant helps to plan additional professional development which is conducted by school administration.

Consultant – 8 Sessions (One Full Day Per Session)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

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

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

Major Recommendation

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

1. **2013-14 Citywide Instructional Expectations** requires us to ensure that the ELA curriculum is aligned to the CCS and that teachers shift their classroom practice to meet these higher standards, requiring regular and ongoing assessment to help us and our students address the gap between what students know and are able to do.
2. **8.2% all Grade 6-8 students achieved Level 3 or 4.** The Median Adjusted Growth Percentile (this is a measure of how much individual students improved on state tests in English between 2012 and 2013) was 61.0, while the Median Adjusted Growth Percentile for School's Lowest Third was 75.5. Our student data based on the New York State ELA Test in 2013 indicates a need to raise the bar in line with the CCS aligned ELA curricular & use of regular assessment information, & conduct gap analysis to support improved outcomes overall.
3. **12.5% Girls (80 students) & 3.8% Boys (78 students) achieved Level 3 or 4. 0% SWD (36 students) and 0% ELLs (17 students) achieved Level 3 or 4.** The ethnicity of our school includes 112 Black students and 40 Hispanic students. Therefore our student subgroups need to be tracked throughout the year and strategies developed in our ELA units that provide multiple entry points for all students achieving Level 1, in particular. Additionally we need to focus on the pushable students – those close to the cutoff for Level 3 and/or Level 4.
4. In the 2012-13 Quality Review Report, one of our areas in need of improvement was to “implement structures for regularly evaluating and monitoring curricular practices in response to the Citywide Instructional Expectations and Common Core Learning Standards in order to meet student learning needs. (5.1)”.

Review Type:	Progress Report	Year:	2012-13	Page Number:	2	HEDI Rating:	C
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Tenet 3: Curriculum Development and Support

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

	3.2 Enact curriculum		3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, all ELA & Literacy (ESL & Spec Ed.) 6-8 teachers, principal & assistant principal will work toward closing curricular gaps in ELA outcomes for students achieving at or below proficiency levels in NYSELA '13 Test, through the integration of publisher-made materials, by providing dedicated time, resources, and support for teachers to review and adapt curricula to ensure alignment to the Common Core standards (CCS) and that teachers have a clear understanding of the shifts required in their classroom practice.

These goals will be measured through-out the school year through various forms of formative and summative assessments which will include but are not limited to the ELA State exam, state baseline and end year assessments, unit exams and quizzes, Lexile levels and student portfolio pieces. Students should demonstrate continued progress throughout the year.

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

All class teachers will:

1. Receive curricular resources, 'Code X ELA Program' (Teacher booklet, student workbooks, novels & all associated curricular materials)
2. Be provided with dedicated time to review the materials
3. ELA teachers & literacy teachers devise lessons based on the Unit materials, devising specific scaffolding & entry points for all student subgroups
4. DOE Baseline for ELA will be administered in October and uploaded (STARS)
5. Grade 6-8 NYSELA Test 2013 by student & student subgroup, class and grade will be reviewed by grade team
6. Grade 6-8 NYSELA Test 2013 item analysis (focused on 10 lowest performances against CCL) will be distributed & used to adjust plans accordingly

7. Unit 1 ELA assessment will be conducted by each teacher on all 6-8 students using the associated rubric
8. Unit 1 assessment will be analyzed by each ELA teacher for each student.
9. Each student's achievement data will be recorded in Data Binder and contain each student NYSELA Test'13 scores
10. Grade teams will review assessment items for all student subgroups, in particular, & adjust lesson plans accordingly
11. ELA Teachers conduct 3 further ELA unit assessments (December 2013, February and April 2014) & results & items analyzed against rubric
12. All Reading Assessment information will be recorded on spreadsheets to allow for comparison across Peer Group as well as to monitor progress of all subgroups
13. DOE endline reading assessment administered & reading level recorded & uploaded (STARS) to evaluate progress against the grade level standard (Lexile level)

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

1. Principal & assistant principal, all ELA teachers
2. Principal & assistant principal, all ELA & Literacy teachers (ESL & Spec Ed)
3. All ELA teachers
4. Supervisors (Principal & A.P.) class teachers
5. Supervisors (Principal & A.P.), ELA teachers, Literacy teachers
6. Principal & assistant principal
7. All ELA & Literacy teachers
8. All ELA & Literacy teachers
9. Supervisors (Principal & A.P.), all ELA & Literacy teachers
10. All ELA & Literacy teachers
11. All ELA & Literacy teachers
12. All ELA & Literacy teachers
13. ELA teachers, Principal & assistant principal

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

1. DOE ELA Baseline conducted in September & uploaded (STARS).
2. ELA Assessment Unit 1 conducted & analyzed in September/October.
3. Principal & assistant principal and other support personnel (as deemed necessary) conduct data 1:1 interviews with ELA & literacy teachers at each assessment milestone.
4. ELA Unit Assessments 2, 3 & 4 monitored in December, February and April for student growth & effectiveness of teaching programs – continuous growth is expected to be achieved and if not an immediate action plan is put in place.
5. End-line is conducted in May/June and analysis of student growth over the year & 1:1 interviews conducted with principal & assistant principal to support individual teacher goal setting for 2014-15 school year.

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

1. ELA Baseline conducted and uploaded (STARS) by beginning of November 2013.
2. ELA Team receives ELA Unit materials in September.
3. By end of October all teachers are planning for the implementation of ELA curricular.
4. ELA Unit Assessment 1 assessment undertaken by all Grade 6-8 students as per Unit 1 schedule in October/November.
5. October 2013 NYSELA data recorded for each student & class spreadsheets distributed to ELA teachers & all literacy teachers (ESL & Spec. Ed).
6. November 2013 ELA teachers will receive & review the NYSELA item analysis focused on 10 lowest items per grade.
7. ELA Unit Assessments 2, 3 & 4 (milestones) will incorporate increased rigor in line with CCS (December 2013, February and April 2014).
8. Lessons planning for differentiation October 2013 & ongoing.
9. Spreadsheet will be distributed in October recording each ELA Assessment x student, class & grade & distributed to literacy teachers (ESL & Spec. Ed).
10. ELA Teachers maintain data binder with all student assessment information from October to June.
11. Spreadsheets will be updated and distributed May-June Reading Assessment.
12. October through June data reviewed with principal & assistant principal, ELA teachers & literacy teachers (ESL & Spec. Ed).
13. DOE ELA end-line assessment conducted, recorded & uploaded.

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

1. ELA materials & resources.
2. Per session for participating teachers to conduct planning.
3. ELA Unit Assessment 1-4 prepared, assessed & results recorded for each Grades 6-8 student.
4. ELA Unit Assessments, baseline and end-line reading data recorded in data binders for monitoring & data planning meetings with supervisor(s).

*Per session money is set aside for data inquiry and analysis as well as for planning purposes (throughout the school year).

60 Hrs x 5 Teachers

60 Hours x 1 Supervisor

Budget and Resource Alignment

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

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

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

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

Goal and Action Plan #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).

1. **2013-14 Citywide Instructional Expectations requires us to ensure that the Math curricular is aligned to the CCS and that teachers shift their classroom practice to meet these higher standards, requiring regular and ongoing assessments to help us and our students address the gap between what students know and are able to do.**
2. **6.3% all Grade 6-8 students achieved Level 3 or 4. The Median Adjusted Growth Percentile (this is a measure of how much individual students improved on state tests in Mathematics between 2012 and 2013) was 71.0, while the Median Adjusted Growth Percentile for School's Lowest Third was 75.0. Our student data based on the New York State Mathematics Test in 2013 indicates a need to raise the bar in line with the CCS aligned Math curricular & use of regular assessment information, & conduct gap analysis to support improved outcomes overall.**
3. **7.5% Girls) & 5.1% Boys achieved Level 3 or 4. 2.9% SWD and 5.9% ELLs achieved Level 3 or 4. By Ethnicity 6.2% Black students and 5.1% Hispanic students achieved Level 3 or 4. Therefore our student subgroups need to be tracked throughout the year and strategies developed in our ELA units that provide multiple entry points for all students achieving Level 1, in particular. Additionally we need to focus on the pushable students – those close to the cutoff for Level 3 and/or Level 4.**
4. **In the 2012-13 Quality Review Report, one of our areas in need of improvement was to "implement structures for regularly evaluating and monitoring curricular practices in response to the Citywide Instructional Expectations and Common Core Learning Standards in order to meet student learning needs. (5.1)".**

Review Type:	Progress Report	Year:	2012-13	Page Number:	2	HEDI Rating:	C
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Tenet 4: Teacher Practices and Decisions

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

	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014, all 6-8 Mathematics teachers & supervisors will work toward closing curricular gaps in Mathematics outcomes, through the integration of publisher-made materials, by providing dedicated time, resources, and support for teachers to review and adapt curricula to ensure alignment to the Common Core standards (CCS) and that teachers have a clear understanding of the shifts required in their classroom practice.

These goals will be measured through-out the school year through various forms of formative and summative assessments which will include but are not limited to the Math State exam, state baseline, mid-line and end year assessments, unit exams and quizzes, Math XL tasks and student portfolio pieces. Students should demonstrate continued progress throughout the year.

Instructional Strategies/Activities

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

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

1. Receive Mathematics curricular resources, 'Connected Math Program 3' (Teacher booklet, student workbooks & all associated curricular materials)
2. Mathematics teachers will be provided with dedicated time to review the materials
3. As a team Mathematics teachers will plan lessons for each with multiple entry points for our student subgroups
4. DOE Mathematics Baseline assessment will be conducted & recorded (STARS)
5. Grade 6-8 NYS Math Test 2013 by student, class and grade will be reviewed by grade team
6. Grade 6-8 NYS Math Test 2013 item analysis (focused on 10 lowest performances against CCL) will be distributed & used to adjust plans accordingly
7. Unit 1 assessment will be marked & recorded in data binders by student & corresponding item analysis provided to each class teacher
8. Mathematics teachers will review item analysis & adjust lesson plans accordingly in consultation with principal & assistant principal
9. 3 specific math unit assessments (December 2013, February and April 2014) will be administered, results analyzed by student and by student sub group
10. Math Unit Assessment 1-4 will be recorded on spreadsheets to allow for comparison across student peer group as well as to monitor progress
11. DOE Mathematics end-line assessment administered & reading level recorded & uploaded (STARS) to evaluate progress against the grade level standard

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

1. Math teachers
2. Principal, assistant principal leaders & all mathematics teachers
3. Grade leaders & all mathematics teachers
4. Principal, assistant principal leaders & all mathematics teachers
5. Principal, assistant principal leaders & all mathematics teachers
6. Principal & assistant principal
7. Principal, assistant principal leaders & all mathematics teachers
8. Principal, assistant principal leaders & all mathematics teachers
9. Principal, assistant principal leaders & all mathematics teachers
10. Principal, assistant principal leaders & all mathematics teachers
11. Principal, assistant principal leaders & all mathematics teachers

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

1. Baseline DOE Mathematics & Math Unit 1 assessment conducted in September/October.
2. Mathematics Unit 2, 3 and 4 assessment milestones in December, February and April recorded & monitored for student growth and effectiveness of teaching programs – continuous growth is expected to be achieved and if not an immediate action plan is put in place with support of principal and assistant principal and other support personnel (as deemed necessary).
3. DOE Mathematics End-line is conducted in May/June and analysis of student growth over the year and 1:1 interviews conducted with principal and assistant principal to support individual teacher goal setting for 2014-15 school year.

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

1. DOE Mathematics Baseline conducted and uploaded (STARS) by beginning of November 2013.

2. Mathematics teachers receive Math materials & review the program.
3. By end of October all Mathematics team teachers are planning for the implementation of Math curricular.
4. Mathematics Unit 1 assessment undertaken by all Grade 6-8 students.
5. October 2013 NYS Math data will be recorded for each student & class spreadsheets distributed to class teachers & all DLP providers.
6. By mid-November 2013 mathematics teachers will receive & review the NYS Math item analysis focused on 10 lowest items per grade.
7. DOE Mathematics Baseline conducted in October 2013 and all class & DLP teachers receive each students reading level
8. Math Unit 1 examined by class teachers-October 2013.
9. Lessons planning for differentiation adjusted accordingly-October 2013.
10. Mathematics Unit 2, 3 & 4 will incorporate increased rigor in line with CCS (December 2013, February and April 2014).
11. Each Math Assessment x student, class & grade will be recorded & held in data binder for reference & planning.
12. May-June mathematics end-line conducted, recorded & uploaded & reviewed by principal, assistant principal & mathematics teachers.

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

1. Math materials and resources 'Connected Math Program 3'.
2. Per session for participating teachers to conduct planning.
3. Mathematics Units 1-4 nominated by Mathematics team and assessment prepared and distributed for each student.
4. All Mathematics assessments recorded by grade, class individual student.
5. F-Status Math Teachers to help with curriculum support and intervention for students (Two ½ Days Per Week).

*Per session money is set aside for data inquiry and analysis as well as for planning purposes (throughout the school year).

60 Hrs x 3 Teachers

15 Days x 1 F-Status Teacher (Per Session)

*

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

1. On the 2012-13 Learning Environment Survey under the category "Engagement" the average student response was 7.0.
2. On the 2012-13 Learning Environment Survey under the category "Safety and Respect" the average student response was 6.6.

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	1	HEDI Rating:	C
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Tenet 5: Student Social and Emotional Developmental Health

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

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

Annual Goal #4

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

By June -2014, students at IS 311, students will report a higher level of engagement in school, as well as report a higher level of feeling safe and respected. The 2013-2014 Learning Environment Survey should show progress in the areas of Engagement and Safety and Respect.

Instructional Strategies/Activities

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

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

1. Increased extra-curricular activities.
2. Additional counseling support services.
3. After-School program that addresses the academic, social and emotional needs of each student.
4. Increased arts and sports activities incorporated into the school day.
5. Establishment of Student Council.
6. Advisory Program

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

1. Principal, Assistant Principal, Teachers, Social Worker, CHAAMPS, Community Associate, Medgar Evers College, Good Shepherd Services, Food for Thought, Urban Dance League, PENCIL/PWC
2. Principal, Assistant Principal, Social Worker, SBST, Good Shepherd Services
3. Principal, Assistant Principal, Teachers, Social Worker, CHAAMPS, Community Associate, Medgar Evers College, Good Shepherd Services, Food for Thought
4. Principal, Assistant Principal, Teachers, Social Worker, CHAAMPS, Community Associate, Good Shepherd Services, Food for Thought, Urban Dance League, New Victory Theater
5. Principal, Assistant Principal, Teachers, Social Worker
6. Principal, Assistant Principal, Teachers, Social Worker

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

1. 2013-14 Learning Environment Survey will give a comprehensive understanding of student's feelings towards the school environment.
2. Bi-monthly progress reports given to students and parents that track students' academic and behavioral progress in all of their classes throughout the year.
3. Evaluation of student's report card grades and progress reports of students participating in various activities. A comparison will be done of the progress students are making academically and behaviorally in their classes based on those students that participate in specific activities versus those that do not.

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

1. Extra-curricular activities began in October 2013 and will end in June 2014.
2. School based and additional counseling services will be available from September 2013 and will end in June 2014.
3. After school programs began in October 2013 and will end in June 2014.
4. Urban Dance League and New Victory Theater began providing additional services to the school in the arts in November 2013 and will continue to provide services throughout June 2014.
5. Elections for Student council were held in September 2013 and meetings will be held weekly through June 2014.
6. Advisory sessions will be held on the last Friday of every month for one hours starting in September 2013 through June 2014.

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

1. CHAAMPS Program will be used to fund most extra-curricular and after school activities.
2. Teacher per session will be used to fund some after-school programs to address academic, social and emotional needs of students.
3. Grant money will be used to fund some of the arts and sports programs during the day.
4. Established partnerships with Good Shepherd Services, Food for Thought, Medgar Evers College and the Urban Dance League, will provide various outlets for students to development academically, socially and emotionally both during the school day as well as after- school.
5. Students will engage in monthly advisory sessions with their homeroom teachers.

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

IS311 parents participating in the NYC School Survey 2012-13 scored responded in following categories: Academic Expectations 7.8, Communication 7.8, Engagement 7.7, Safety & Respect 8.0. In the School Report our scores, when compared with all middle schools were deemed to be below average. Additionally, on 36% of parents in our school community participated in the survey. Therefore we have cause to focus on improving communication and understanding within the school community.

Review Type:	PROGRESS REPORT	Year:	2012-13	Page Number:	1	HEDI Rating:	C
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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.

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

Annual Goal #5

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

By June 2014, IS311 school will work toward creating a welcoming positive school climate by engendering trust, enthusiasm and a common identify within the school community, specifically around academic engagement and social-emotional growth of our middle school students.

Progress towards this goal will be tracked through attendance of family members at school events and PTA meetings throughout the school year. Additionally, the 2013-14 Learning Environment Survey will serve as a means of evaluation at the end of the school year. An increase of attendance at school events and functions by family members and increased scores on the parent portion of the School Environment Survey will provide evidence that this goal was achieved.

Strategies to Increase Parental Involvement and Engagement

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

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

1. Parent Coordinator conducts ARIS Parent Link workshops
2. Investigate possible participation in DOE from Parent Academy
3. Sharing information within the school community on the Common Core Standards & instructional expectations through Curriculum Nights, Parent Workshops & parent teacher conferences
4. Two scheduled parent/teacher conferences, with an optional third conference initiated by the parents
5. Home visits to connect with parents/caregivers to foster communication
6. Increase opportunity for parents to become 'comfortable' participating in the school community
7. Teachers reach out to parents through phone calls and in writing to increase of positive communication
8. Google accounts for teachers and parents for instant virtual contact
9. Community Celebrations (Thanksgiving Holiday Feast, Family Day Picnic, New Victory Theatre Partnership)
10. Parents included to participate in school-wide activities
11. Trialing of Engrade with three teachers and the parents of students in their classes

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

1. Parent Coordinator
2. Community Associate
3. All staff, including
4. Principal & Assistant Principal

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

1. Increased participation in regular school community events/social gatherings/open house/PTA/Parent & Teacher Conferences
2. Improved scores in each category of the School Survey, especially for the 'Communication' section

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

September 2013 to June 2014

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

1. Parent Coordinator's set aside funding for parent participation
2. Coordination & resourcing Community Celebrations
3. Collaboration within the school community for updating school website

*Monthly Family Wellness Nights in Conjunction With PTA Meetings – Every Third Thursday of the Month
 Staff – Parent Coordinator, Social Worker, Physical Education Teacher
 Family health activities such as Zumba, Xbox Kinect Fitness, Basketball, etc. available to families with healthy food options during the monthly PTA meetings.

Budget and Resource Alignment

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

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

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Saturday School (Intervention Lowest Third, Lunch Group/After School for pushable students	Small Groups, Small group	Dec to April - Saturday at school Dec to April – 3 days a week
Mathematics	Saturday School (Intervention Lowest Third	Small Groups	Dec to April Saturday at school
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	ICL-Institute for Community Living, Good Shepherd, Social Worker works with referred & mandated students, High School Applicants, Report Cards & Community Gathering for Gr.6 & Student Council	Family programs, Inschool programs	During and after school, daily at school

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

- 1. Recruitment is conducted through Open-Market, Outreach to NYC Teaching Fellows & Teach for America.**
- 2. New teacher meetings facilitated by through our Network (408)**
- 3. Highly motivated staff are involved in decision making around key organizational, social and academic structures**
- 4. Staff social events**

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).

Ongoing Advanced Teacher Effectiveness Series weekly – assess & analyze lessons observations through the lens of the Danielson Framework, review resources to improve practice aligned to the CCS

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

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

Community Gathering for Gr.6 & Student Council involving weekly meetings with outreach to parents with trips and resources to enable us to focus on reducing bullying, positive peer interaction and anti-social behavior

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- 1. Collaborate to choose the assessment for School-Wide Assessment Measures**
- 2. Monthly Faculty Conferences to review and analyze different types of assessment data to drive instruction**

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

Part I: School ELL Profile

A. School Information

District 19	Borough Brooklyn	School Number 311
School Name Essence School		

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

Principal Jermaine Lewis	Assistant Principal Sekinah Smith, AP
Coach	Coach
ESL Teacher Rosalind Segura	Guidance Counselor Hattie Dupree
Teacher/Subject Area C. Smith, IEP/SETTS	Parent
Teacher/Subject Area J. Louis, IEP/SETTS	Parent Coordinator Patricia Davenport
Related Service Provider	Other
Network Leader(Only if working with the LAP team) Lucius Young	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	150	Total number of ELLs	20	ELLs as share of total student population (%)	13.33%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	3

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	11			6			3			20
Total	11	0	0	6	0	0	3	0	0	20

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	2	3					8
Chinese														0
Russian														0
Bengali								1						1
Urdu														0
Arabic							7	3	1					11
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	10	6	4	0	0	0	0	20

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)							8	3	1					12

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							1		1					2
Advanced (A)							1	3	2					6
Total	0	0	0	0	0	0	10	6	4	0	0	0	0	20

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6		3		2		1		12
8	0		0		0		0		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.

Students are assessed in the beginning, middle and end of the year utilizing Running Records from Teacher's College. Additionally, Pre and Post assessments for reading and writing are ongoing. Early literacy skills are assessed using Fountas and Pinell.

The ESL teacher and the classroom teacher share this data which is used to identify reading levels. This information informs the ESL teacher who arranges grouping for additional pull-out services. Once assessed, students are placed into one of three groups for small group instruction. Small group intervention is conducted by the ESL teacher as follows: Group one is for students reading books leveled A-G. Group two is composed of students reading levels H-L. Group three is composed of students reading levels M and above. All modalities of language are taught to and practiced, listening, speaking, reading and writing. Specific educational needs are addressed in this small group intervention. The most common areas of needs targeted were reading comprehension, phonics, phonemic awareness and writing mechanics. Within their levels, appropriate reading and skill sets are assigned, assessed and monitored for learning and growth. At this time, 5 students were flagged for group one, reading at levels A-G; 3 students were assessed and placed in group 2 and are currently reading at levels H-L, and 3 students are in group 3, reading at a level M and above. All of these students are at the beginner or intermediate level according to the NYSESLAT. Additionally, they receive push-in support in the contents with their advanced peers. The ESL teacher also pushes in to assist the classroom teachers providing strategies for instruction in the SIOP model, such as providing visuals, graphs, pictures, background information on the topic, explaining the learning objectives, explaining key words, and vocabulary.

In total there are now 20 ELLs at this time, ten in the sixth grade, six in seventh grade, and four in the eighth grade. The ELLs the ESL teacher services typically enroll as a Beginner, and advance as they are serviced. This year there is one newly enrolled Arabic speaking student in the school system in the sixth who speaks no English at all. All the Arabic native speakers are beginning ESL students who have been in the country less than 3 years. Currently there are 7 Arabic native students in the 6th grade, 3 in the 7th grade and one in the 8th grade. The other students are all of Spanish dominant language homes, with the exception of one student whose home language is Bengali. These students are Intermediate to Advanced and have received at least five years of ESL services.

All the students who are eligible to take the ELA exam because they have been in the Board of Education school system for at least a year have scored a 1 in the ELA exam with the exception of 2 advanced students who scored a 2. In addition, these two students have each received at least 6 years of ESL services. All the ESL students in the 8th grade, with the exception of one student who arrived from Yemen three years ago, have all received 6-8 years of services and also receive Special Education Services. One of the six 7th graders received a 2 in ELA, three of those 7 students have received less than 3 years of ESL services and the other two students are advanced ELA students who have received at least 5 years of ESL services. Of the ten ESL students in the 6th grade, 7 have received less than 3 years of ESL, two of them do not have ELA scores, as one was exempt from the ELA test last year and the other just arrived from Yemen after the school year began. The other student was held over the year before having an absence rate of 67% the year before.

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

All the students remained within their level of proficiency as measured by the NYSESLAT with the exception of 3 students. One in the seventh grade advanced from intermediate to advanced, one Sped student lost points moving back from Intermediate to beginners and one transferred student in the 6th grade moved from advanced to intermediate. All the students understand and speak with more understanding than reading and writing. Only one student required a LAB-r this year, and it was one 6th student who just arrived from Yemen. The student is a beginner who speaks no English. She is automatically given both push in and small group pull out ESL intervention services at level one which provides the most scaffolding and lowest reading group.

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 NYSED has not made this information available as of yet.

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?

Our school offers only a freestanding ESL program therefore only English language tests are being administered. Our School is frequently selected to administer the Periodic Assesments for ELA and the NYSESLAT.

The school leadership shares the results with teachers providing us with up-to-date information about what students know and what students need to learn enabling teachers to target instruction to the learning needs of every child. We also use this Periodic Assessments to predict students' performance on New York State Tests so that teachers can help every student meet or exceed State Learning Standards.

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](#).)

The results of the ELL interim assessments are shared with teachers during grade and extended day professional development conferences. Articulation between the ESL and classroom teacher is ongoing. This ensures that students are actively engaged in standards-based instruction. The implication for our school's Response to Intervention begins with articulation between the ESL teacher and the classroom teacher. Once strengths & weakness are identified, a systematic research based program for improving language acquisition program is utilized such as Wilson's Foundations. Teacher's plan tasks that encourage & support thinking, reading, speaking, writing and listening. The following services are provided for SIFE students - Academic Intervention Services (AIS), After School Programs and One on One ESL instruction. ELL's with less than three years in U.S. schools are supported by the ESL push in program, small group classroom differentiated instruction in language arts and academic instructional services support.

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

While we believe the research based theory that 2nd language acquisition can be aided by first language skills and that these skills can transfer, we do not teach the foreign language. Our school offers a Freestanding English as a Second Language (ESL) program. Generally students in freestanding ESL programs receive all instruction in English with the students native language serving as a tool to support the acquisition of English.

A child's second language is also considered when utilyzng bilingual materials such as books, and picture dictionaries which we keep both in Spanish and Arabic which is the dominant home language of our ESL population. We also plan activities such as making welcome signs, maps or flags and make bulletin boards which validates their cultral heritage.

During our interview with the parents or guardians, we inquire regarding the child's educational history, learning preferences and background. The teachers share this information with all content teachers so that it may be used by all content area teachers to teach in such a way that they are building the students' English language skills. Learning preferences, habits and metacognitive strengths and weaknesses are considered in order to correct bad habits like a lack of reading, incorporate more studying and reading. Teachers also take into account which form of lesson is most effective for the ESL student and consider that during lesson planning and delivery. In order that those strategies that will facilitate instruction for that child, such as note-taking, journal keeping, video, hands-on, detailed step by step instructions, or interactive computer lessons can be incorporated. Becoming aware of a student's weakness in their own language signals to the teacher that they must spend more time building background knowledge, breaking down and introducing key concepts that they may not have been exposed to previiously. Understanding the student's area of deficiency, allows the teacher to include more activities to promote that area of learning, whether it be a specific modality or skill. More reading, listening, oratory, writing or phonemic exercises can be included as a differentiation tactic to help the ESL learner. Understanding a student's linguistic strengths will help the teacher maximize her instruction by focusing her time and effort to areas where the student needs attention.

7. For dual language programs, answer the following:

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

We do not offer a dual language program.

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

The success of our ESL program is based on the results of all state tests such as NYSESLAT, ELA, Math, Science and Social Studies. We believe we are meeting our AMAO criteria because the majority of our increased levels from Beginners to Intermediate, or from Intermediate to Advanced in the NYSESLAT.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). Pedagogues are there to assist parents with any questions on completing the form. Ms. Segura, the ESL Teacher and Ms. Smith the Assistant Principal and testing coordinator are the pedagogues who conduct the intake process, working with parents to complete the necessary forms, and conducting the informal interview. On premises we have office staff and pedagogues who speak Spanish and 2 teachers who speak French fluently and are available to translate for parents if needed. In the case where a different language is needed, the Language and Translation Services department is called upon to translate over the phone. Ms. Segura and Ms. Smith are also present at the ELL parent orientation meetings, and also the teacher who speaks French if that language is needed. When the dominant language in the home is something other than English, the student is then administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R) within their first 10 days of enrollment. Every few days, ATS is used to ensure all potential students are identified, in addition to the HLIS form. Either the ESL teacher, Ms. Segura or Ms. Smith, conducts the process from formal initial assessment, conducting the LAB-R, providing ESL services and administering the yearly NYSESLAT. If the student fails the LAB-R, and his home language is Spanish, he is then administered the Spanish Lab-R. These exams are administered during the first two weeks of being admitted. It is also explained to the parent during the interview process that we don't have a bilingual program and all of our services are the Freestanding ESL push-in model. ESL services will begin usually within the first week that student is enrolled.
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. Parents are invited to attend our annual ESL Parent Orientation which is usually held the last week of September. Letters written in their home language encouraging the attendance of the meeting are sent home both with students and by mail within the first week of school along with the ELL Parent Brochure and Program Selection Form which they are asked to complete and return ahead of time with the students if they are unable to attend. The return of the forms are kept in the compliance binder and are monitored by the ESL Teacher and the Assistant Principal. Any students whose parents did not return the forms are followed up with a phone call, to ensure compliance with these forms. Attendance is taken at the meeting, which are conducted by the ESL teacher, Rosalind Segura and the Assistant Principal, Ms. Smith, parents return the Program Selection Forms and are also given the opportunity to ask questions. The principal, Mr. Lewis and the foreign language teachers are also present at the meetings. The presentation includes the showing of the video in their native language, which explains the 3 educational programs available in the Board of Education, Freestanding ESL, Dual Language or Transitional Bilingual Education. We provide a list of New York City Public schools and the ESL options available at those schools. At this meeting, parents are also invited to visit classrooms and talk about services that are available. A package of information is also prepared including agenda, school calendar, activities, organizational sheet for the school, and another copy of the flyer previously sent home, the ELL Parent Brochure explaining the parent choices in their native language. Parents have always elected to keep their children at our school in our freestanding ESL program. When we survey the parent choices, the trend has been to keep the students in our services 100% of the time. The parents are given the information of the bilingual and transitional programs in the surrounding schools but they have opted instead for the convenience of location, and also because most of these families have more than one student studying at the same school. Due to the influx of Arabic families to the neighborhood, a Dual Language or Transitional Bilingual Education Program might

soon become necessary if there are more than 15 students in 2 consecutive grades who speak the same foreign language. If this quota is reached, a letter will immediately be sent to the homes to alert parents and a meeting scheduled to determine the parents program preference, Dual Language or Transitional Bilingual Education. The letters would be sent home by hand with the students and by mail. The meeting to be attended by the Principal, Mr. Lewis, Assistant Principal, Mrs. Smith, the ESL teacher, Ms. Segura, and the translators.

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 ESL Teacher, Ms. Segura, prepares and distributes to the students and mails the entitlement letters, continued entitlement letters and non-entitlement letters in the first week of school after the ESL students have been identified and tested. The original letters are signed by the Principal, Mr. Lewis and sent home with the students. Copies are kept in the compliance binder which is stored by the Assistant Principal, Ms. Smith. Additionally, the Parent Survey and the Program Selection forms are also contained in the compliance binder after they have been completed by the parents at the orientation meeting. Any parent who has not completed these forms will be contacted to complete and return signed forms.

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 potential ESL student has been identified and the LAB-r administered, he will be serviced automatically with our Freestanding ESL program if the student fails the LAB-r and is therefore entitled to ESL services until the parent chooses an ESL program. At the ELL Parent Orientation the parents will be explained their full options and make their selection on the Parent Selection form which will be provided along with the ELL Parent flier in the ESL kit in the parents native language so that they can make an informed decision. At that time the parents may wish to either transfer their student to a school that offers the ESL program of their preference or choose to have the student remain in our school and continue receiving services in our Freestanding ESL program which they would indicate on their Parent Selection Form. Parent choices are honored, and a list of all NYC schools and the programs available are provided so the parents can select the program and school of choice. During the first week of the year the ESL teacher sends out the entitlement letters, continued entitlement letters and non entitlement letters and plans with the Parent Coordinator an ELL Parent Orientation where the three educational options, Transitional Bilingual Education (TBE), Dual Language, Freestanding English as a Second Language are explained. At the meeting, a copy of the family guide and the ELL parent brochure are distributed. In addition, the ELL parent information EPIC video is played in the parents native language. Copies of the Parent Survey & Program Selection Form is made available and at that time they are once again given the opportunity to decide the educational program for their child. Parents are made aware that it is their choice based on 3 programs available in NYC: TBE, DL, & ESL, not only the programs currently in place at the school. The ELPC screen in ATS is updated within 20 days.

Translation in Spanish is provided by the ESL teacher, Ms. Segura, or an office aid, Ms. Sanchez, French translation is provided by Ms. Oseni or Mr. Fortunat. Any other language needed will be translated by the Language and Translation Unit over the phone. However, the materials are provided in their home language. Copies of all documentation including all materials passed out at the meeting, which includes the ELL Parent Brochure, the Entitlement letters, continued entitlement letters, non entitlement letters, the completed program selection forms, the attendance form signed by the parents, are kept in the compliance binder which is maintained by the Assistant Principal, Ms. Smith in her office which is kept locked. Our school offers a freestanding ESL program and the students are serviced based on their level. Beginner and intermediate students receive 360 minutes of instructional minutes by an ESL teacher weekly while, advanced students are allotted 180 minutes of instructional time by the ESL teacher weekly.

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.

Prior to the exam students are exposed to test preps and practice tests from Continental Press to help prepare the students to achieve their best results. NYSESLAT is administered by the ESL teacher, Ms. Segura and the Assistant Principal, Ms. Smith, yearly to all ESL students. NYSESLAT eligibility is determined by the RLAT ATS report. Testing is conducted in the order the exam is prescribed in the time period dictated. The test is administered in the following order: first speaking, then listening, then reading and writing. If a student is absent, we will continue attempting to test that child maintaining the proper testing order.

Students are tested the speaking portion individually but the other portions in groups by grade. All protocols are respected. Students are separated in a quiet part of the building and the tests administered according to the instructions by either the ESL teacher, Ms. Segura or the testing coordinator, the Assistant Principal Ms. Smith or an experienced pedagogue. First the Speaking is administered and recorded by Ms. Segura, the ESL teacher, then it is listened to and scored by the second teacher, the AP, Ms. Smith. The materials are locked every day. The testing materials arrive a few days prior to their administration and kept locked in the testing supply closet which is maintained by Ms. Smith, the AP. The test security form is used to sign testing materials out for use. Next the Listening tests are conducted. The students are separated by grade and the CD is played, students complete the grids with their answers. After this modality, the reading tests are administered by grade followed by the writing also administered by grade level. The scoring is completed by an experienced pedagogue who does not directly teach the student, usually Ms. Smith, the Assistant Principal. The completed testing answer sheets are packaged and returned by hand delivery by the ESL teacher, Ms. Segura, as per the NYSESLAT testing memorandum on the due date. The entire process is supervised with all documents reviewed by Ms. Smith, the AP to ensure all four components of NYSESLAT are administered.

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.  Parents have elected for their children to remain in the Freestanding English as a Second Language program at our school 100% of the time for the past 7 years, therefore, alignment between parents choice and program offering is consistent. This is due to the convenience of the location, which is near their home and family businesses. Half of our students are of Yemen decent and these children come from homes with many siblings. Therefore, they try to keep the students in the same schools as much as possible. They continually choose to remain in our school's monolingual program although the other bilingual options are presented. Proximity and family ties keeps them choosing our school year after year.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Our school uses a push-in co-teaching organizational teaching model. In this model the ESL teacher pushes in with students of similar grades and levels to assist the teacher with making input comprehensible for the ESL students utilizing research based strategies such as Sheltered Teaching Methods, differentiation, scaffolding, adding background information, modeling and providing examples, using a dictionary and translator when necessary. Students are grouped by grade to provide the required instructional 360 weekly minutes to beginners and intermediate students and 180 minutes to advanced students. Beginners and intermediate students are also pulled out to provide them with additional targeted small group instruction.

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)?

Advanced students are serviced in a push-in capacity by the ESL teacher for 180 minutes a week in our Freestanding ESL program. Beginner and intermediate students receive 360 minutes of instructional minutes by an ESL teacher weekly of which 180 minutes are together with the advanced students during ELA class by grade. Beginners and intermediate students are also pulled out to provide them with additional 180 minutes of ELA to complete their 360 minutes of mandated instruction by the ESL teacher, Ms. Segura.

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.

We only offer Freestanding ESL, currently we don't offer a Dual Language and Transitional Bilingual education because we do not have enough students to offer a Dual Language and Transitional Bilingual program. Instruction is provided 100% in English. The school has selected CodeX and Ready NY CCLS as the literacy program. The ESL teacher works with the grade curriculum maps and differentiates for those ELLs. Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think-pair-share, making connections, buddy read, choral read, the use of graphic organizers, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs. Content is mainly delivered using the TPR (Total Physical Response) Teachers attend Professional development to learn about teaching strategies that will help them teach content areas to the ESL students. The ESL teacher also pushes in to the class to help make content comprehensible to ESL students. Together the ESL teacher and Content area teachers use SIOP strategies including using charts to emphasize skills being taught, pictures to aid the students in their understanding and illustrations to help simplify lessons, providing background information and explaining the learning objectives. Each lesson is presented in a Multi-method Approach to reach all learners regardless of their preference including Visual, Kinesthetic and Audio. Sheltered Teaching including using the home language to aid understanding, using gestures and signaling. Teaching is scaffolded and differentiated to help the students succeed at every task. Non-conventional methods are also employed to diversify learning to stimulate, motivate and create a non-threatening environment where learning can thrive as they are engaged in fun activities such as the use of videos, Music, Games, Technology, Computers, and a smartboard or overhead projector. This fosters learning and second language acquisition can occur more naturally. Cultural relevance is added wherever possible to help bridge the gap between the American culture and their heritage by showing how the values are similar, etc. We believe it is important to offer lessons using content that reflects students' lives, interests and culture. The ESL teacher provides content area support for ELLs by pushing in and providing the ESL strategies to instruction mentioned above. The ESL teacher is differentiating the instruction for the ELLs keeping in alignment with the CCLS and the rigor of the curriculum used is aligned to the Common Core, and learning objectives are not watered down.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
When students are first identified as an ESL student because they fail the LAB-r, then the Spanish LAB-r is administered if the

student's home language is Spanish. No other native language evaluation is done as our school only offers a monolingual ESL program known as Freestanding English as a Second Language (ESL)

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELL students participate in all assessments with the general education population and teachers collaborate to share results and plan strategies to meet the needs of our LEP students. Assessments in the contents are conducted after every unit which lasts usually a period of a few weeks. To measure reading accuracy level and comprehension, listening and speaking skills, and writing utilizing Running Records from Teacher's College at least 3 times a year, at the beginning, in December and again in June.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Plan for SIFE:

IS 311 currently has no SIFE students. However, SIFE students would be given extra support services with AIS. The classroom teachers would provide one on one time for these students. If we admit any SIFE students in the future, we will support their needs with extra services. Some examples may include a bilingual placement with additional pull-out using ESL strategies, AIS services and/or after school tutoring and programs (when available based on funding). Special Education services are also available for those students who may need to be referred for evaluation to verify if any learning disabilities may exist. We also have a Pupil Personnel Team (PPT) that teachers can refer students to for evaluation and progress. SIFE students who participate in the ELL program would be assessed and monitored throughout the year since they are in need of extra support. SIFE students would be provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and knowledge in academic content areas as detailed above. Not every SIFE student is the same and each has his/her specific needs based upon their histories so it is of utmost importance that all educators are aware of the needs. We request parents to engage and participate in their child's learning.

b. Plan for ELLs in school less than 3 years/ Newcomers:

Based on the results of their LAB-R assessments, newcomers to the English language school system will receive their mandated ESL services. Small group or individual instruction will focus on their immediate needs to facilitate a smooth transition. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers (when available). Students will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students' seating arrangements will enable them to clearly see and hear the teacher during instruction.

Newcomers to the country are immediately serviced with some one-on-one ESL time during the first month of the program which they are made to feel more comfortable in their new setting by developing some "survival" language to begin their communicative competence fluency after they are assessed via the LAB-R (within 10 days of registration), SPANISH LAB (if applicable) and other diagnostic materials to determine their English Language Proficiency (ELP). The ESL teacher may also push-in to the general education classroom if it is deemed necessary, in order to make the transition as smooth as possible for the student (based on need).

c. Plan for ELLs in school 4-6 years :

The ELLs who are receiving service for 4-6 years are offered various support services such as AIS in addition to the mandated ELL support service minutes based on proficiency. The school's literacy coach with the assistance of the ESL teacher will offer teachers various teaching strategies to differentiate to their ELLs. Also, the elected CodeX and Ready NY CCLS literacy programs cater to this group of ELLs as they have designed differentiated planning for ELLs in this program which is geared for more advanced proficiency ELLs. Parents are asked to really get involved and work with the students at home with their literacy support and language support. They are closely observed and the goals that are set for them are examined monthly. The push is to concentrate on the modalities that they are having trouble testing proficient on the NYSESLAT. There is close examination of what progress of the 4-6 year ELLs so that they do not fall into the Long-Term ELL pattern. There are professional developments (PD) and various workshops that are offered to the self-contained classroom teachers with ELLs so they are able to continue to support the needs of these ELLs in all of the content areas. All grade inquiry teams work closely together as ELL students move from grade to grade. There is extreme effort to ensure that all the long term and short term individual students goals are documented and followed closely so that the students are monitored in their "trouble" areas.

Both the classroom teacher and the ESL teacher use modeling, scaffolding and realia techniques. With these approaches the students will develop interpersonal communication skills (the connection between form and structure for English and their social-functional meaning), develop the ability to use language by actively employing the students' information processing capabilities required to acquire academic language skills that underline reading comprehension and other content areas, and use language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities (the subject matter may be modified so that it is comprehensible to the ELL students). There is a focus on explicit teaching.

d. Plan for ELLs in school 6 years completed or more / Long Term ELLs:

Long term ELLs will continue to receive their mandated ESL services plus additional support that will be provided through a Personal Intervention Program and/or additional support with AIS services. There is a review of the Long-Term ELLs progress and target the skills that are keeping the student from testing out on the NYSESLAT. Besides additional AIS services that are offered, there is counseling and various meetings with the student to discuss not only short term and long term goals, but to target the modalities that need the most support. These ELLs are also offered afterschool programs for additional support and Saturday academy classes (based on funding). There is support of reflection and peer work that will strengthen the student's confidence so that the most important goal of testing proficient on the NYSESLAT is evident. The progress is documented and various ESL strategies are investigated to seek the best teaching methods for these students. There are also PD and various workshops to support the monolingual classroom teachers so that they too can participate in the specific ELL needs of the students in a meaningful way. The parents are encouraged to be involved to work together with the teachers to foster language learning so the goal of testing proficient can be met on the upcoming NYSESLAT.

e. Plan for Former ELLs:

The school adheres to all testing accommodations for Former ELLs. The ELL Coordinator advises all teachers of former in ELLs in writing of their status and works with them throughout the year to verify if there are any issues and need for additional ESL service time.

The ESL teacher schedules the former ELL in appropriate groups for additional service when necessary and placement depends on need within the existing ESL groups.

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?

Some instructional strategies that teachers of ELLs implement is the TPR method, Community Language Learning approach and fostering of a collaborative small group learning environment. The teachers use various technological programs such as Waterford and Headsprout reading to support and build literacy. There is use of smartboards and various english language learning websites to aid instruction. There is use of bilingual glossaries, dictionaries and native language books in the libraries to build comprehension and provide access to academic content areas and accelerate English language development. Some grade-level materials used are the Scott Foresman ESL texts as well as the Avenues text by Hampton Brown along with numerous fiction/non-fiction texts. Various graphic charts, flash cards, periodicals, posters, manipulatives, games etc. are implemented to differentiate and vary instruction and lessons.

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

The school will do all possible to use curricular, instructional, and scheduling flexibility to meet the diverse needs of all ELL-SWDs. The school culture enables grade team leaders, inquiry team leaders and administration to meet frequently to discuss the special needs of all students. The ESL teacher also meets with classroom/cluster teachers frequently to discuss various needs of particular student(s) so that the necessary changes can be made in scheduling or instructional matters. The ELL Coordinator is invited to join any of the teams that are in place at the school. The focus is to be as flexible with the needs of all ELLs within the least restrictive learning environment. We have a dean (J.Brown) and guidance counselor (S. Smith) available for those students who may need additional counseling or other needs. THE ELL Coordinator works closely with the IEP team, especially assistane (Z. Cabrera).

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

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

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

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

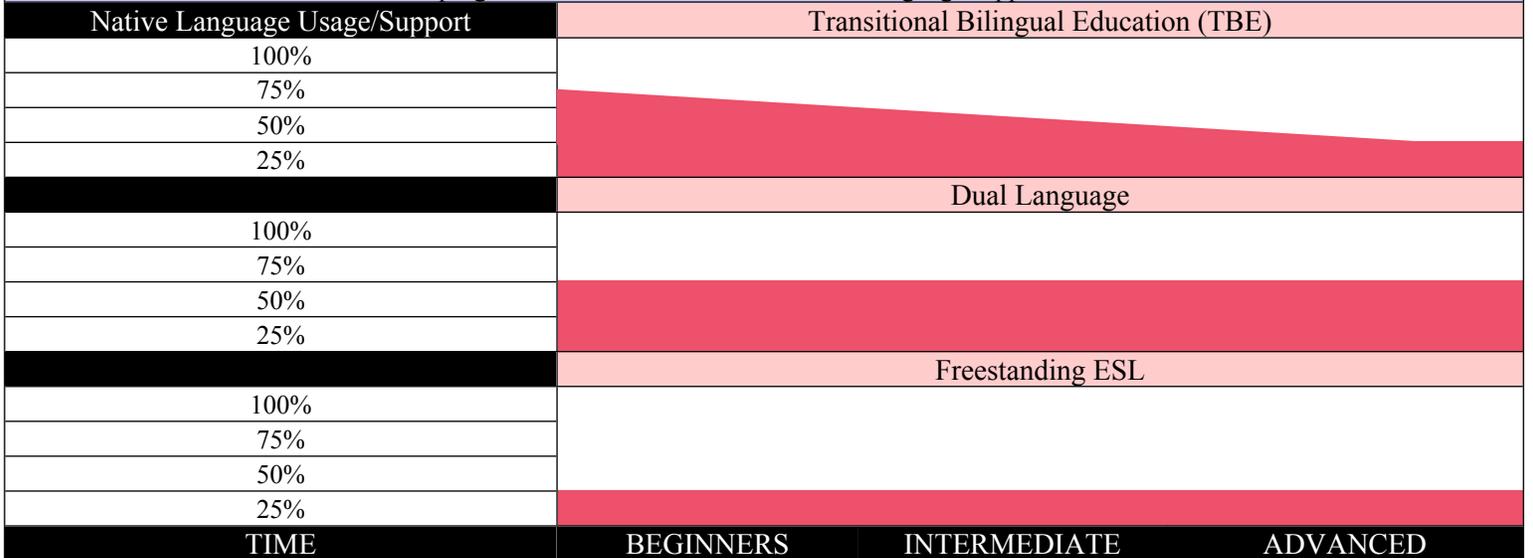
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

- Intervention Programs for ELLs (AIS) - offered based on need/ individual student basis - pull out service (based on funding) Targeted Academic Intervention Services are provided to students during the school day (as scheduling permits as well as need) and during the extended day plan. ELLs are offered academic intervention services mostly in ELA and math subjects in small group tutorial sessions during the school day or after school ESL Program (Tuesdays & Thursdays 3pm-5pm). In addition, ELLs are invited to participate in all scheduled academic enrichment programs. The programs are designed to further support ELL development as well as content area instruction/review.

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

Our program is effectively meeting the needs of our Ells with targeted, differentiated and scaffolded instruction. Additional services besides ESL is extended to the student including Speech, SETTS, Literacy and Match coach, Guidance counseling, and paras who speak the native language are extended to ESL students. Small group instruction meets the needs of the ELLs in both content and language development because there is a concentrated support provided in the least restrictive learning environment which is crucial for ELLs. During weekly inquiry meetings grade level teaching staff meet and communicate and share unit assessment data, and plan forward to meet learning objectives. The ESL teacher alerts the classroom teachers of who their Ells are in the beginning of the year and what their levels are and pushes in throughout the year. Open clear communication is an ongoing process among all the teachers. Lab-r and NYSESLAT results are also shared with classroom teachers by the ESL teacher.

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

Providing additional time with an ESL teacher or establishing a self contained ESL class in a co-teaching model with a teachers who speak the language of our studnets, one Spanish and one Arabic speaking teacher. If we enroll enough students across two consecutive grades this is one consideration which our ELL students may benefit from.

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

We will continue to offer our Freestanding ESL program unless we enroll at least 15 students of Spanish speaking and/or 15 students who are Arabic native speakers in two to three consecutive grades. In this case we will eliminate our push-in ESL program and offere a self contained ESL classroom with an ESL teacher and a para who speak the students' native language. At present, no programs/services for ELLs are in consideration to be discontinued because they are necessary for the success of our students.

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 are given preference often being mandated and assigned Academic Intervention Services (AIS), After School Programs and One on One ESL instruction. As state testing time approaches, our After School program begins and letters are sent home making the ESL students participation mandatory. ELLs are afforded equal access to all school programs such as academic, dances, school shows, events, workshops, fairs, trips, jump rope, Robotics, Track, Volley Ball, Basketball, etc. Ells are well represented and involved in all the programs.

After school/supplemental programs for ELLS:

The school is offering an ESL after school program for ELLs besides the 37 1/2 minutes of instruction. It will be offered Mondays through Fridays from 3pm to 5:30pm and Saturdays from 9am-1pm beginning December 2013 through April 2014. The instructor will be a certified/licensed ESL and content area teacher (Ms. Segura) and (Ms. Oseni). Parents are given access to information where ELLs are able to participate in community based organizations such as the PAL program, DFOY, CYPRESS and other independent after school programs such as More For You. We are working to offer any additional programs after school. ELLs are afforded the same eligibility to participate in after school programs as any other student. ELLs may attend more small group sessions (after school) and on Saturdays in which English social and academic language skills are practiced through reading and writing activities. These programs further supports ELLs in both reading and mathematics to ensure readiness for state tests.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials;

list ELL subgroups if necessary)?

Instructional materials including technology/ Instructional materials in Content Areas:

IS 311 utilizes instructional materials that include both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Various on-line sites developed for the support of ESL students are also used to bolster student ability and use of technology. The Waterford program is available for lower levels. We have laptops available that ELLs have equal access to and many teachers have SMART Boards.

ESL – We use the Scott Foresman ESL program with both hardcover and workbook for newcomers to advanced proficiency levels. We also use Reading A to Z for the ESL program. These programs greatly consider newcomer ELLs. There are various/numerous books, educational magazines and games that are geared to support ELLs with their second language acquisition. There are also authentic materials that are used which vary from all proficiency levels and grade bands. All ESL students are provided additional technology time every other week and they work in pairs. There are various websites that are used to promote language learning and proficiency such as www.starfall.com. Technology is also used to foster research for the upper grades. There are specific periods set aside so that students can make use of more computers and SMART Boards. Besides computers, the ESL program uses the television, DVD player and cd player to incorporate various lessons and exercises that foster proficiency in the listening and speaking modalities.

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

Native language support is provided by the knowledge of more advanced proficiency students if necessary during a particular ESL lesson. There is a bilingual library available (currently in the Spanish language) in the ESL classroom, bilingual glossaries and bilingual dictionaries available for students to use whenever necessary. ELLs are encouraged to maintain their home language and it is not discouraged in classes. Students are encouraged to continue expanding their literacy in their home language while they are continuing their second language acquisition. This information is shared with parents at parent-teacher conferences, parent orientation and workshops. The parents are advised that maintaining the home language is an asset and big support of second language acquisition. All of our services support, and resources correspond to ELLs' ages and grade levels.

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

Appropriate age and level material is used as determined by Common Core Learning Standards and Core Knowledge Sequence is also consulted to supplement material. Teaching is targeted to bring students from where they are to make progress and catch up to where they are supposed to be. Assessments help guide instruction to determine what skills have been mastered and what needs to be retaught during small group instruction and homework assignments.

Continued transitional support for the students reaching proficiency on the NYSELAT is supported by subject area teachers and student mainstreaming. The content area instructional component shall provide grade and age level appropriate instruction in the required content area subjects in English supported by English as a second language methodologies, employed in a systematic and structured way and shall be designed to develop cognitive skills of limited English proficient students as dictated by the Common Core Learning Standards.

All ELL students have the support of their teachers, administration, the parent coordinator (P. Davenport), the guidance counselor (H. Dupree) and all staff members. The guidance counselor assist students with middle school and high school requirements. The parent coordinator works closely with parents to facilitate a positive home school relationship for all students including ELLs. Information, both written and oral, is provided to parents in their native language to ensure effective communication and parent involvement whenever possible.

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.

In the beginning of the year the school holds an ELL Parent Orientation where both the students and parents are invited to attend and information is shared to assist the student enrollment and transition into this new school system. The Parent Coordinator is involved and Parents along with the ELLs are invited to ongoing activities such as Take your kids to school day, Book clubs, Movie Night etc. In addition the service providers and teachers who will be working with these children throughout the school year work together to assist the students with making a smooth transition. They are available for any questions and for targeted educational assistance.

18. What language electives are offered to ELLs?

We offer French class to students in the eighth grade.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Professional development is provided to all staff by experienced pedagogues during grade and extended day professional development weekly meetings. New teachers receive mandatory ESL training from the regional support staff and additional training throughout the school year. The ESL teacher attends monthly training network meetings and additional Professional Development offered externally.

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?

Professional Development are planned throughout the school year. There are at least 5 sessions planned for teachers of ELLs each month. The administration also enables the ELL Coordinator to attend ELL related PDs throughout the year offered by the CFN or Office of ELLs.

PD plan for teachers and staff working with ELLS (other than the ESL Teacher):

The ELL Coordinator (R. Segura - ESL certified) will support staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

The ELL Coordinator also receives support from the CFN Network throughout the year on how to assist teachers of ELLs to better support them to differentiate to ELLs in accordance to the common core curriculum. Staff development will include training for all teachers using ESL methodologies. Most classes have at least one or more current or former ELL student(s) and teachers must be trained in the strategies that can be incorporated into the CodeX and Ready NYCCLS programs that will enhance English language acquisition. All the teachers have ELLs in their classrooms and are aware of who they are: Dyer, Clements, Watson, Louis, Buckley, Goldberg, Fortunat, Oseni, Usatch, Condon, Cohen, Smith, Calamari as well the cluster prep teachers.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including, Four Square for writing, Venn diagram, T-chart etc.), hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy when necessary. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs. Strategies for including culture is another main theme at the PDs. Incorporating culture into the classroom should be about more than holidays and food. There are many strategies that teachers can use to encourage an awareness of student diversity.

IS 311 provides support to staff to assist with ELLs as they transition from 6th to 7th to 8th grades to high school with various orientations, counseling, events where highschool reps come into the school for speaking engagements as well as a yearly career fair. There is inquiry team involvement so that students can transition smoothly and know the academic expectations and challenges of the next grade.

R Part 154 of the New York state Commissioner of Educations Regulations requires school districts to provide parents of new English language learners (ELL's) an orientation session on state standards, assessments, school expectations and program requirements for bilingual education and English as a second language (ESL) programs. The orientation shall be provided in English or when necessary in the parents' home language.

Parents of ESL students attend an orientation at the beginning of the year. This orientation is held immediately after enrollment for late registrants. During orientation, they are apprised of available program options for their child including pull-out services. They then work with the LAP team to determine the ideal program requirements for their child. Parents are then updated on their child's progress throughout the year during parent-teacher conferences. Based on parent feedback from previous years, the ESL teacher has also expanded the ESL program to include periodic assessment reports to keep parents consistently informed of

student progress. At the end of the academic year, parents meet with both the ESL and classroom teachers to discuss the program's success. The LAP team uses both student academic data and parental feedback to revise the ESL program annually. In addition, parents of ELL's have access to the parent coordinator who organizes functions year-round for the benefit of all students, including ELL's. Our school also supports community affairs that benefit ELL's such as free ESL classes, tutoring, volunteer support groups and free translation services.

Parents are invited to such activities such as educational trips, tournaments, recitals, PTA meetings, fundraisers for charities that benefit children, Family Day Feast, school fairs, book clubs, and workshops held by the Board of Education or at other schools such as Parents Support about ARIS Let's Talk, and Basic English For Spanish Speakers.

Translation of all necessary correspondence is completed in-house. We have staff that can speak all the languages of our ESL community. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 19K311 School Name: IS 311

Cluster: 4 Network: CFN408

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This informs us of the language needs of the parents of English Language Learners. The classroom teachers, testing coordinator and parent coordinator as well as the ESL teacher work together to make sure the language needs of our students and their parents are met. All official correspondence is sent home in the parents' native language. In addition, there is an ELL parent orientation meeting at the beginning of the year to answer any questions the parents may have. The material is presented in the parent's native language and there is also staff on hand who speak Arabic, French, Haitian Creole and Spanish, the home languages of our ESL community. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

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.

In the past 6 years our ESL population has consisted of mostly Spanish and Arabic speaking backgrounds, however, we have one student whose home language is Bengali. The father of this student and all of the Arabic speaking students are bilingual and speak English. Correspondence can be translated by using an online translator. However, should the need arise, we will utilize the Translation and Interpretation Unit of the Board of Education for interpretation services.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Official correspondence for the parents of ELL's will be sent home in the their home language according to their Home Language Identification Survey(HLIS). In-house staff, including secretaries and teachers who are fluent in the appropriate language translate the documents for the school. Whenever needed, the Translation and Interpretation Unit of the Board of Education will be used to ensure timely execution of notice dissemination to the parents of ELL's.

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.

Oral interpretation services are provided by in-house staff, including secretaries and teachers who are fluent in the appropriate language of the parents or guardians of ELL's according to their Home Language Identification Survey (HLIS). In addition, there is an ELL parent orientation meeting at the beginning of the year to answer any questions the parents may have. All materials are presented in the parent's native language and there is also staff on hand who speak French and Spanish. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

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>.

Language needs will continue to be assessed based on the Home Language Identification Survey (HLIS). All correspondence, including meeting materials and notices from the school will be sent home in the dominant home language according to the HLIS. In-sight staff who speaks the necessary languages will continue to be employed for this endeavor for timely translation and delivery. In-sight staff will also be utilized for oral translation needs. In the case of future students enrolled whose language is not spoken by one of our staff, the Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services both oral and written.

