



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: DR. ROSE B. ENGLISH SCHOOL

DBN (i.e. 01M001): 23K327

Principal: MICKISHA GOSS

Principal Email: MGOSS3@SCHOOLS.NYC.GOV

Superintendent: MAURICIERE DE GOVIA

Network Leader: NANCY RAMOS

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
MICKISHA GOSS	*Principal or Designee	
NICOLE GORDON	*UFT Chapter Leader or Designee	
TONY JONES	*PA/PTA President or Designated Co-President	
CHRISTINE CHANG	DC 37 Representative, if applicable	
CONNIE SPANN • Member (Parent)	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
ALISA SPANN • Member (Parent)	CBO Representative, if applicable	
CYNTHIA HERBERT	Member/ UFT	
MARELYN JOHN-CLARKE	Member/ UFT	
RANDI GOLD	Member/ CSA	
FRANK CHICLANA	Member/ PARENT	
SHADE GBAGBA	Member/ PARENT	
ANGELETTE PEMBERTON	Member/ PARENT	

**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 23K327

School Configuration (2013-14)

Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	634	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	3
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	7	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	78.5%	% Attendance Rate			89.3%
% Free Lunch	86.5%	% Reduced Lunch			4.0%
% Limited English Proficient	5.7%	% Students with Disabilities			18.7%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.6%	% Black or African American			73.5%
% Hispanic or Latino	23.2%	% Asian or Native Hawaiian/Pacific Islander			1.6%
% White	1.0%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	9.19	# of Assistant Principals			3
# of Deans	1	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			3.2%
% Teaching with Fewer Than 3 Years of Experience	6.0%	Average Teacher Absences			8.1
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	9.2%	Mathematics Performance at levels 3 & 4			9.4%
Science Performance at levels 3 & 4 (4th Grade)	87.1%	Science Performance at levels 3 & 4 (8th Grade)			39.4%
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	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	No		

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	No	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	No
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	No		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP				
Describe the strengths of your school's 12-13 SCEP.				
SCEP addressed school specific needs as per SED and DOE reviews				
Describe the areas for improvement in your school's 12-13 SCEP.				
1. Improved academic performance of ELLs and SWDs				
2. Ensuring access for ALL learners, with a specific focus for ELLs and SWDs, teaching and learning				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
Creating a collaborative community of learners which requires school leaders to leverage both human and financial resources that serve all students				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
Instructional practice, aligned with the Danielson framework, and curriculum aligned to the CCLS, has improved				
Were all the goals within your school's 12-13 SCEP accomplished?			Yes	x
If all the goals were not accomplished, provide an explanation.				
Progress toward the 2013 goals is evident, however, change is slow and it takes time to embed new perspectives and methodologies				
Did the identified activities receive the funding necessary to achieve the corresponding goals?			x	Yes
			No	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
Time to implement and coordinate the new demands of MOSL, MTP, CCLS				
List the 13-14 student academic achievement targets for the identified sub-groups.				
5% improvement in ELA and math for the lowest third, ELLs, and SWDs				
Describe how the school leader(s) will communicate with school staff and the community.				
Monthly staff meetings, monthly newsletter, grade meetings and subject area meetings, and monthly newsletters to parents				
Describe your theory of action at the core of your school's SCEP.				
The principal and her cabinet work to create a calm and respectful environment that fosters higher level of student and adult learning				
Describe the strategy for executing your theory of action in your school's SCEP.				
The school implements a standards-based curriculum, with attention to writing across the grades and content areas, which leads to increased student achievement; Grade level teams meet weekly to modify curriculum to increase access for all students.				
List the key elements and other unique characteristics of your school's SCEP.				
Specifically targets both administrative and teacher practice through ongoing professional development, consistent observation of teaching staff, modification of curriculum, strategic use of resources, reprogramming of staff, and expansion of teacher teams				
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.				
A cohesive leadership with a cabinet that meets regularly to review and refine the improvement plan.				

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

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

School leaders prioritize visiting classrooms and engaging teachers in formative and formal observations. Ongoing oral and written evidence-based and timely feedback informs teachers of the quality of their work and their impact on student performances. There has been a positive shift in classroom practice as noted in improved teacher lesson planning with scaffolds and extensions that foster engagement and the use of questioning and discussion techniques that focus on depth of knowledge. We would like to continue and to improve upon this practice.

Review Type:	QR	Year:	2013	Page Number:	4	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

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

	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, the principal and assistant principals will conduct a minimum of 6 informal or 1 formal/3 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework.

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**
 1. School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards:
 2. Supervisors, in collaboration with teachers, will develop individual professional development plan for each teacher.
 3. Supervisory staff will meet individually with staff to review student data and develop plans for improving individual student achievement. (Fall 2013)
 4. Administrative and Instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies. Attendance records, agendas, and minutes from weekly planning sessions and professional development activities will provide evidence of staff progress
- **Key personnel and other resources used to implement each strategy/activity**
 1. Principal, assistant principals, teachers
 2. Principal, assistant principals, teachers
 3. Principal, assistant principals, teachers
 4. Principal, assistant principals, teachers
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. By March, completion of two supervisory observation with associated lesson plans for each teacher will provide evidence of improved instructional practice
 2. Completion of individual professional development plan for each teacher
 3. Completion of the initial review of student data and the development plans for improving individual student achievement
 4. Defining a monthly quota of teacher observations based on both the level of teacher experience and need, samples of supervisory observations and lesson plans will provide evidence of staff progress
- **Timeline for implementation and completion including start and end dates**
 1. September to March 2014
 2. September to March 2014
 3. September to November 2013
 4. September 2013 to April 2014
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. Time for professional development, per session and per diem

2. Scheduled time during the school day for individual conferences with each teacher and an administrator
3. Scheduled time during the school day for individual conferences with each teacher and an administrator
4. Scheduled time during the school day teacher observation and pre- and post conferences

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		Tax Levy		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.

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

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

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

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

Major Recommendation

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

Despite the school's alignment between school wide needs and instructional expectations inclusive of what teachers need to learn in support of student outcomes, there is a lack of consistency amongst practices. Consequently, instructional congruence and effectiveness does not yet permeate throughout the building.

Not all students are cognitively engaged in challenging tasks across grades and content areas as evidenced in units of study and tasks, thus hindering activities that push their critical thinking in order to accelerate academic progress.

Review Type:	QR	Year:	2013	Page Number:	5	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

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

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

Annual Goal #2

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

By June 2014, teacher teams will design and implement curriculum units in math, ELA, social studies and science which include rigorous tasks engaging students and in alignment with CCLS as evidenced by tasks, classroom observations and teacher-team evaluations. Curriculum units will contain multiple entry points ensuring access for ALL learners, with a specific focus for ELLs and SWDs.

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. The Lead Teachers will provide teachers will school-wide as well as individual student data in area of ELA and math. They will facilitate professional development activities on interpreting the data and utilizing the information to develop curriculum unit which are aligned with the CCLS
2. Educational Consultants and assistant principals will provide staff with the tools and strategies need to develop engaging unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS
3. Network Supervisory Staff and teacher teams will meet during common planning time to plan and align curriculum
4. Teachers will utilize a "Looking at Student Work" protocol to gather information about student learning and inform revision of instructional units

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

1. Lead Teachers, assistant principals, teachers
2. Educational consultants, assistant principal, teachers

3. Network instruction support staff, teacher teams
4. Teachers, network achievement coaches and ELL specialist
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Completed data analysis for each student, implementation of monthly professional development
2. Completed unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS
3. Minutes of weekly planning sessions detailing planning time
4. Observation of implementation of the LASW protocol during teacher team planning time
D. Timeline for implementation and completion including start and end dates
1. September to November 2013
2. Quarterly, October 2013 to May 2014
3. Monthly, October 2013 to April 2014
4. Monthly, October 2013 to June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Per session for data analysis for after school meeting
2. Per session for after school and per diem for PD coverage
3. Scheduled time during the school day for common planning
4. Scheduled time during the school day for teacher teams to master and apply the LSAW protocol

Budget and Resource Alignment

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

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Across classrooms these strategies are not consistently implemented to provided support and challenge all students to fully engage in classroom lessons and assignments.									
As a result, demonstration of higher-order thinking in student discussion and work products, particularly for students with disabilities, English language learners and gifted students is uneven across classrooms.									
Review Type:	QR	Year:	2013	Page Number:	5	HEDI Rating:	D		

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
	4.2 Instructional practices and strategies				4.3 Comprehensive plans for teaching				
	4.4 Classroom environment and culture			x	4.5 Use of data, instructional practices and student learning				

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, all students, including ELLs and SWDs will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment.									

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

To improve achievement in for all students, including ELLs and SWDs, the following professional development activities will be offered to staff to improve teacher effectiveness in delivering instruction in ELA and math: Educational consultant will facilitate workshops with the ELL/SWD teachers and classroom teachers to provide teachers with the skills and strategies necessary to deliver the ELA to ELLs

1. Network Special education achievement coach will work directly with grade and subject area teams to ensure the UBD units are in alignment with CCLS and informed by data
2. Network ELL specialist will assume the role of ELL coach and provide teachers with demonstration lessons and feedback regarding ELL strategies used in conjunction with the ELA and ELL curriculums. She will support teacher teams as they develop ELA units and tasks for ELLs.
3. Network ASE, will facilitate PD activities for teacher of SWDs. Monthly activities will include the development of reading and writing strategies in alignment with the grade level ELA curriculum
4. Teacher programs include 2 periods per week of common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities. Common planning will occur weekly from September to June.

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

1. Network instructional support specialist, ELL teachers, SE teachers, classroom teachers
2. Network Special education coach, grade and subject area teams
3. Network ELL specialist, ESL and classroom teachers
4. Network ASE and SE teachers

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

1. Administrative observation of implementation of differentiation of instruction for ELLs and SWDs in general education classroom
2. Units of study that exhibit Understanding by Design (UBD) precepts
3. Improved performance of ELLs in ELA as evidenced by interim assessments
4. Improved reading and writing instruction as per teacher observation

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

1. Monthly workshops and assessment, November 2013 to June 2014
2. Monthly workshops and assessment, November 2013 to June 2014
3. Monthly workshops and assessment, November 2013 to June 2014
4. Monthly workshops and assessment, November 2013 to June 2014

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

1. Educational consultant, common planning time for teachers to attend PD sessions
2. Network Special education achievement coach, common planning time for teachers to attend PD sessions
3. Network ELL specialist, common planning time for teachers to attend PD sessions
4. Network ASE, common planning time for teachers to attend PD sessions

Budget and Resource Alignment

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

	PF Set Aside	x	Tax Levy		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	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

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

Major Recommendation

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

The average attendance rate for the school year 2011-2012 was 89.6% and was slighter lower during the 2012-2013 school year. School scholarship has declined compared to the previous school year, as reflected in the school's Progress Report and State exam data.
Note the QR did not address Social emotional developmental Health

Review Type:	QR	Year:	2013	Page Number:	2 & 5	HEDI Rating:	D
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Tenet 5: Student Social and Emotional Developmental Health

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

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

Annual Goal #4

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

By June 2014, the whole school attendance rate will improve by at least 3% as measured in the school's Annual Attendance Report.

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students
 2. Utilizing data and disaggregating data to monitor all systems that support student social and emotional health.
 3. Effective use of school counselor to address absence and lateness
- B. Key personnel and other resources used to implement each strategy/activity**
1. Teacher, data specialist, administrative staff
 2. Administrators, guidance counselor, Data specialist
 3. Administrators, guidance counselor
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Report of all students deemed at-risk as per attendance and lateness
 2. Define intervention(s) for all students deemed at-risk as per attendance and lateness
 3. Guidance Counselor evidence (log) of contact hours with identified at-risk students
- D. Timeline for implementation and completion including start and end dates**
1. September 2013-October 2013
 2. September 2013-June 2014
 3. September 2013-June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. ATS and other attendance reports to be generated and analyzed
 2. Scheduled team meetings of assistant principal, guidance counselor, and data specialist
 3. Ongoing partnership with assistant principal and guidance counselor to ensure targeted support for at-risk students

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		Tax Levy		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.

21 Century

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

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

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

Major Recommendation

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

Evidence reflects that adjustments to practices in response to student achievement levels, based on periodic and program specific assessments, have not significantly affected the movement of the academic performance of the students to a higher level of achievement.

Note the QR did not address Family and Community Engagement

Review Type:	QR	Year:	2013	Page Number:	5	HEDI Rating:	D
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Tenet 6: Family and Community Engagement

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

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

Annual Goal #5

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

In the 2013-2014 NYCDOE School Survey Report, parental response rate will increase 10%

Strategies to Increase Parental Involvement and Engagement

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

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

1. Planning and implementation of a Family outreach plan
2. New Parent Orientation/Family Night/Open House for Parents
3. Monthly implementation of parental offerings
4. Student recognition events

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

1. Principal, assistant principal, parent coordinator, selected teachers
2. Principal, assistant principal, parent coordinator, teachers
3. Parent coordinator
4. Principal, assistant principal, parent coordinator, selected teachers

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

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

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

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

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

1. Common planning time for Principal, assistant principal, parent coordinator, selected teachers
2. Staff attendance at New Parent Orientation/Family Night/Open House for Parents
3. Parent coordinator's planning and hosting of parent offerings
4. Staff attendance at Student recognition events

Budget and Resource Alignment

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

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

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

	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	90 minute literacy block Small group instruction Extended day Rigorous Materials	Whole group Small group Small group Whole class	During school day During school day After school day During and after school day
Mathematics	90 minute literacy block Small group instruction Extended day Rigorous Materials	Whole group Small group Small group Whole class	During school day During school day After school day During and after school day
Science	Small group instruction	Small grouping	During school day
Social Studies	Small group instruction	Small grouping	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	In-house counselor In-house social worker On-site Community based organization	One-on-one, small grouping One-on-one, small grouping One-on-one, small grouping	During the school day During the school day During the school day

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

5. All elements of the *All Title I Schools* section must be completed*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. 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.
School administration with work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs.

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).
<ul style="list-style-type: none"> • Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives • Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support • Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As an SWP school, we have combined Title I funds with other federal, State, and local resources,; funds are used to benefit all students in the school, but a priority is to provide Academic Intervention Services to at-risk students

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.).
Pre K teachers conduct workshops for parents to promote involvement, to inform of intervention services and to provide support for educational concerns.

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.
Teachers on the MOSL team have worked collaboratively to determine the selection of of appropriate multiple assessment measures, professional development has been provided to the entire staff.

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);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 23	Borough Brooklyn	School Number 327
School Name Dr. Rose B. English 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 Ms. Mickisha Goss	Assistant Principal Genevieve Mohamad
Coach Cynthia Herbert	Coach AnnMarie Chance
ESL Teacher Chris Tang	Guidance Counselor Angela Haide
Teacher/Subject Area type here	Parent Tony Jones
Teacher/Subject Area type here	Parent Coordinator Sherry Young
Related Service Provider Dina Brutus	Other Randi Gold, AP
Network Leader(Only if working with the LAP team)	Other Connie Spann

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	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	1	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)	636	Total number of ELLs	36	ELLs as share of total student population (%)	5.66%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	1	1	1	0	1	1	1	1	1					8
SELECT ONE														0
Total	1	1	1	0	1	1	1	1	1	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	4
SIFE	4	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	8

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	16	0	0	12	0	00	8	0	0	36
Total	16	0	0	12	0	0	8	0	0	36

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	1	3	3		5	4	6	4	5					31
Chinese														0
Russian														0
Bengali								1						1
Urdu														0
Arabic			1											1
Haitian					1			1						2
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	3	4	0	6	4	6	7	5	0	0	0	0	36

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)	1	1			2	2	2	5	1					14

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		2	3		4	1			2					12
Advanced (A)			1			1	4	2	2					10
Total	1	3	4	0	6	4	6	7	5	0	0	0	0	36

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		3		3		1		11
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

The early literacy skills of ELLs are assessed primarily using Fountas and Pinnell's Independent Reading Level, and Reading and Writing Skills. We also use Harcourt Story Town's unit based assessments. Early literacy is also assessed using the Performance Series and Imagine Learning program data. Imagine Learning data provides an analysis of phonemic awareness, phonics, vocabulary and comprehension, and each student's literacy levels through several language and comprehension building activities. Taken together this data shows an overall weakness in Phonemic Awareness for beginning ELLs but mid-range reading comprehension performance for our beginning ELLs. This data helps inform our school's instructional plan by indicating that a significant portion of instructional time should be dedicated to phonemic awareness as well as letter and word recognition.

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

The data patterns across proficiency levels and grades show that within one to two years of instruction, students who were classified in the beginning level on the LAB-R achieve intermediate or advanced levels on the NYSESLAT. There are students who are proficient in

Listening/Speaking, but tend to still be weak in Reading/Writing. One of our kindergartners is at advanced level, and the other one is a beginner. Two of our 1st graders moved up to an intermediate level from beginning level on LAB-R, while one student remained a beginner based on the NYSESLAT. Three of our second graders were beginners on LAB-R, and moved on up to intermediate level based on the NYSESLAT, while one student scored an advanced level on LAB-R, and remained on advanced level on NYSESLAT. Four of our fourth graders were beginners on LAB-R, and two of them remained as beginners, while two of them moved up to intermediate level on NYSESLAT. Two of our fourth graders were advanced on LAB-R, and they were intermediate on last year's NYSESLAT. Three of our fifth graders were beginners on LAB-R, one of them moved to advanced. Five of our sixth graders were beginners on LAB-R, two remained beginners and three moved up to advanced, one was intermediate on LAB-R, and moved up to advanced on NYSESLAT. Six of our seventh graders were all beginners on LAB-R, two of them moved up to advanced on NYSESLAT. Four of our eighth graders were beginners on LAB-R, one moved up to intermediate and two of them moved up to advanced on NYSESLAT.

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 spring 2013 NYSESLAT results are not available on the RNMR at this time;

4. For each program, answer the following:

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

Our data from last year shows that all students took the NYS in English rather than their native language. They seem to be approaching the standards and can possibly even meet the standards in English rather than in their native language. This is logical since in most cases the children have not had much formal schooling in their native language. Teachers and members of the school's leadership used to use the data from the Periodic Assessments to create and monitor small-group targeted instruction. The information provided by this assessment has informed the school of the level of progress the students were making toward the end of year goal. It gave the teacher specific feedback as to the students' strengths and weaknesses.

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](#).)

Throughout the school year, teachers work collaboratively in grade meetings and during one on one conferences to discuss and review students' data. The school has systematically evaluated and determined students' performance and needs using the benchmark tests, Fountas and Pinnel, classroom assessments, monthly assessments and End of Unit assessments. Data is reviewed during the grade meetings and one on one conferences with teachers to discuss students overall data. Data generated from formal and informal assessments are used for planning core instruction as well as delivering other layers of instruction using RTI model. The strengths and weakness of students in the different modalities are then reviewed and individual goals and plans of actions are created to meet students needs. Teachers differentiate instruction to meet the needs of all learners. In addition, Saturday Academy programs

are offered to all ELL students. During the end of the school day students are pulled out for a small intervention group based on their needs.

6. How do you make sure that a child's second language development is considered in instructional decisions?
ELLs, especially new comers, demonstrate needs for both academic contents and second language acquisition. We make sure our lessons and instructions carry dual objectives: a content objective and a language objective. Differentiated activities and materials requiring different linguistic readiness are included. For students with greater needs, we will scaffold by using ESL methods and spending more time on vocabulary, phonics and grammar.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ELL program is determined by scores on the NYSESLAT. The movement a student makes from one performance level to another over several years is another indicator of the effectiveness of the ELL program. We are clearly focused on the students' scalescore and performance level on the NYS ELA and Math exams. The imagine learning data is also extremely valuable as each week we can generate close to real-time data indicating current student mastery of objectives.

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](#).)
When a student is admitted to the NYC school system, parents are actively involved in all aspect of the decision making process. When a parent registers their child in the New York City School District for the first time, the principal or ESL teacher administers a Home Language Identification Survey (HLIS) to the parents to fill out in order to determine what language the child speaks at home. An informal interview is also conducted with the parent and child to find out more about the child and their knowledge of the English Language. Once the HLIS is collected from the parents and the form states that a language other than English is used as the primary language at home, the child is then eligible for the LAB-R. The LAB-R has to be administered within the first ten days of enrollment in the school.
Students who speaks Spanish and scored below proficiency on the LAB-R, are then administered the LAB. The LAB identifies the language that the student is most dominant in. Once all exams are administered to student, parents are mailed an entitlement or non-entitlement letter for the ESL program within the ten days. Parents are also given a date to attend a parent's orientation with the ESL teacher, parent coordinator, and possibly with other parents.
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.
All parents of students identified as ELLs are contacted and students are tested within 10 days. Parents are also given a date to attend a parent's orientation with the ESL teacher, parent coordinator, and possibly with other parents. The orientation takes place within the week of the parents being notified of the child's availability into the ESL program. Parents will have the opportunity to view a video, given brochure information in their native language and discuss what program is available in the school. The orientation video is conducted in the parent's native tongue. The video offers parents three program options (Transitional Bilingual Education, Dual Language and Freestanding ESL). The video, brochures and discussion are used to help parents make a more informed decision. During the orientation parents watch and discuss the different programs that are available to them and

their family. The ESL teacher also describes the programs that are available at the school. If the program that the parents decide is not available at the school, the ESL teacher is obligated to help parents to find a school that offers the program. The ESL teacher informs the parents that the school could place them on a waiting list until they have 15 or more students with the same language and grade to open up a bilingual class. Parent brochures in the parents native language are also given at the orientation so the parents could review the different choices that are available to them. Parents are informed that the form needs to be returned within two to five days. They are informed that if they do not return the form, that their child will automatically be placed in a Transitional Bilingual Education Program. If the school does not offer a Transitional Bilingual Education Program, the student would be placed in school that offers Transitional Bilingual Education. The ESL teacher would follow up with parents with a phone call in the Parent's native language to ensure that Transitional Bilingual Education is what they want. A follow up letter would be mailed out to the parents to remind them to return the Parent Survey and Choice option. After reviewing the Parent Survey and Program Selection forms, we found that all of our ELL parents had chosen to place their children in the Freestanding ESL class instead of Transitional Bilingual Education or Dual Language ones.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Parents Survey and Program Selection forms are given out at orientations so that parents can decide on what option is best for them. They are informed that if they do not return the form, their child will automatically be placed in a Transitional Bilingual Education program. The ESL teacher will follow up with parents with a phone call in the parents' native language or English to ensure that Transitional Bilingual Education is what they want.

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.

ELLs eligible for the bilingual/ESL service are placed in the program within ten days of admission, with reference to parents' choices and options. The placement letters were sent home and copies were made for records. For those ELLs who took the NYSESLAT and are still receiving ESL service, letters of continued entitlement were sent home, and copies were made for records. The placement will be the result of close consultation and communication with parents after all proper notices, calls, meetings, and orientations. And these activities will be conducted with ready bilingual assistance.

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.

All the ELLs will be evaluated annually by taking the New York State English as a Second Language Achievement Test (NYSESLAT).

In spring ATS reports RLER, and RLAT will be generated for test eligibility of all the ELLs. The school will notify the parents, prepare the students, set a testing schedule, secure a proper testing location, and form a scoring team. To ensure the success of the NYSESLAT administration, four days will be assigned for each of the test components. Mr. Tang, our ESL teacher and the other teachers will work together to conduct the tests.

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. 

The ESL program offered at our school is aligned with parent's requests. The program that is available embraces all different types of language. Many of the program that the students use offer students information in their native language. We work on preparing the students for the 21st century. We provide information to our ELL parents through newsletter, during Parent-Teacher Conferences or individual meetings. We have an open door policy to our ELL parents to come and visit our classrooms to see what's taking place, to get a better understanding of their options. Students whose parents request a bilingual or dual language program will be advised to email the ELLProgramTransfers@schools.nyc.gov. The school will maintain a record of those students and parent requests. If there are 15 or more students with the same home language, and in the same or two continuous grades, then Brownsville Academy will open a bilingual program.

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])? Instruction is organized and delivered primarily in a pull-out setting where Imagine Learning program is used as the core instructional program. The program model is primarily ungraded and heterogeneous though K-2 students are usually grouped together as are grades 4-6 students and grades 7-8 students.
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)?

The ESL teacher develops a pull-out schedule, reviewed by the assistant principal to ensure the appropriate number of instructional minutes as per CR Part 154. Students are grouped based on their NYSESLAT levels, their understanding of English language, and the ELA skill that is being taught that period. The ESL teacher closely monitors the ESL students by making sure that they are understanding what is being taught in the class as well as by monitoring Imagine Learning program data. While students are working on their differentiated Imagine Learning modules, the ESL teacher works with all groups or individual student on skills instruction. Students labeled as beginners or intermediate receive 360 minutes of instruction per week . Advanced students receive 180 minutes of instruction per week.
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.

Content areas in math, science, and social studies are covered with scaffolding and other ESL approaches. For native language support, bilingual dictionaries are purchased. Spanish materials in math, science and social studies are provided. The ESL program is designed to develop skills in understanding, speaking, reading, writing and communicating in English through integration of academic content area. Cooperative learning groups, pair learning, thematic units, word walls, graphic organizers, total physical response, teacher modeling, read-aloud, hands-on activities, visual aids are all part of instruction. Another scaffolding approach for teaching new-comers content area is to use bilingual glossaries for math, science, and social studies developed by professional institutions.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

NYS tests in math and science are available in translated versions for ELLs. Spanish LAB is administered to ELLs to determine their language dominance. Bilingual teacher and paraprofessionals are available to provide translation whenever necessary. For Imagine Learning program, if students' reading levels are assessed, the reading of text is done in English, but the comprehensive questions may be given in students' native language in order to ensure that students understand what they are expected. Word to word translation dictionaries are also given to ELLs and used as further support throughout all subject areas.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ESL teacher creates goals on the NYSESLAT test. ELLs are evaluated throughout the year based on classwork and assessments that is provided and used by the ESL. and classroom teachers. Lessons that are provided to the ELL students covers all four modalities . A pre and post assessments is used during lessons. In addition, the teacher takes conference notes of the students' progress throughout the lesson.
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).

Our SIFE students are assessed to identify weakness and strengths. We conduct individual meetings with parents and provide them with an individual plan based on the needs of the SIFE student. A complete assessment for these students is conducted to find out areas of deficiency to help provide necessary teaching and learning strategies. At the same time, we refine and enhance students' prior knowledge and boost self-esteem.

Newcomers work in pairs with students in the advanced language level. Their different cultural backgrounds are considered as assets. Students challenge, support and learn from each other. We give newcomers assessments first, then set individual goals for each student and teach them with ESL methodologies. Since many of these students tend to be within the early childhood division, the school provides further diagnostic analysis through our iStation and Harcourt monthly assessments focusing on phonics, phonemic awareness, vocabulary and comprehension. Based on this data available to both the classroom teacher and the ESL teacher, prescriptive skill-based lesson plans are implemented to meet the students' individual needs. Students with 4-6 years of ELL services are almost always housed within our elementary and middle school divisions and as such benefit from periodic assessment (Performance Series and Acuity) data analysis. Teachers including the ESL teacher make use of this data to prepare and implement differentiated instructional plans to address the needs of these learners.

Moreover in order to help students prepare for state assessments Title III per session funds are set aside for teachers to provide test preparation for students. The few students in our building who have more than 6 years of ELL service are provided with additional monitoring by our guidance counselor and assistant principals, frequent parental communication by the parent coordinator and additional academic intervention service opportunities including our Fast ForWord program which boosts the enhances memory, attention as well as visual and auditory processing.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
The Fast ForWord program is primarily used for our students with disabilities including ELL-SWDs. For these ELLs with special needs the ESL teacher familiarizes himself with their IEP goals and works closely with the Special Education classroom teacher. Each student is different and therefore, the ESL teacher assists in accommodating their special needs while improving language skills. We have recently begun incorporating UDL-based strategies to adapt our curriculum to provide multiple means of representation (for example, providing options to customize the display of information or alternatives for presenting auditory or visual information), multiple means of action and expression (for example, options in the media for communication), and multiple means of engagement (for example, options that increase individual choice or autonomy) for all of our SWDs including ELL-SWDs so as to better provide access to academic content while simultaneously accelerating English Language development.
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?
With the increased availability and use of technology our teachers are more easily able to adapt our curricula to meet the needs of all of our ELLs including SWD-ELLs. This curricular flexibility is enhanced by instructionally flexible co-teaching models which we are encouraging our ESL and other teachers of ELLs to embrace. With an increase in the collaboration of our ESL teacher and his colleagues in setting goals and objectives as well as planning and implementing interdisciplinary lessons which are more academically rigorous while promoting English language development, we expect greater learning outcomes from all of our ELL students. Although our ESL teacher implements lessons primarily in a tightly Scheduled pull-out I nstructional ESL model, he is

encouraged to work with his colleagues to provide push-in teaching so that groups of ESL students are able to benefit inside a regular English classroom environment. Our IEP and PPC teams regularly meet to discuss placement of students receiving special education services including SWD-ELLs within the least restrictive environment so as to better incorporate a student's strengths where possible within a mainstreamed environment while targeting at-risk areas.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

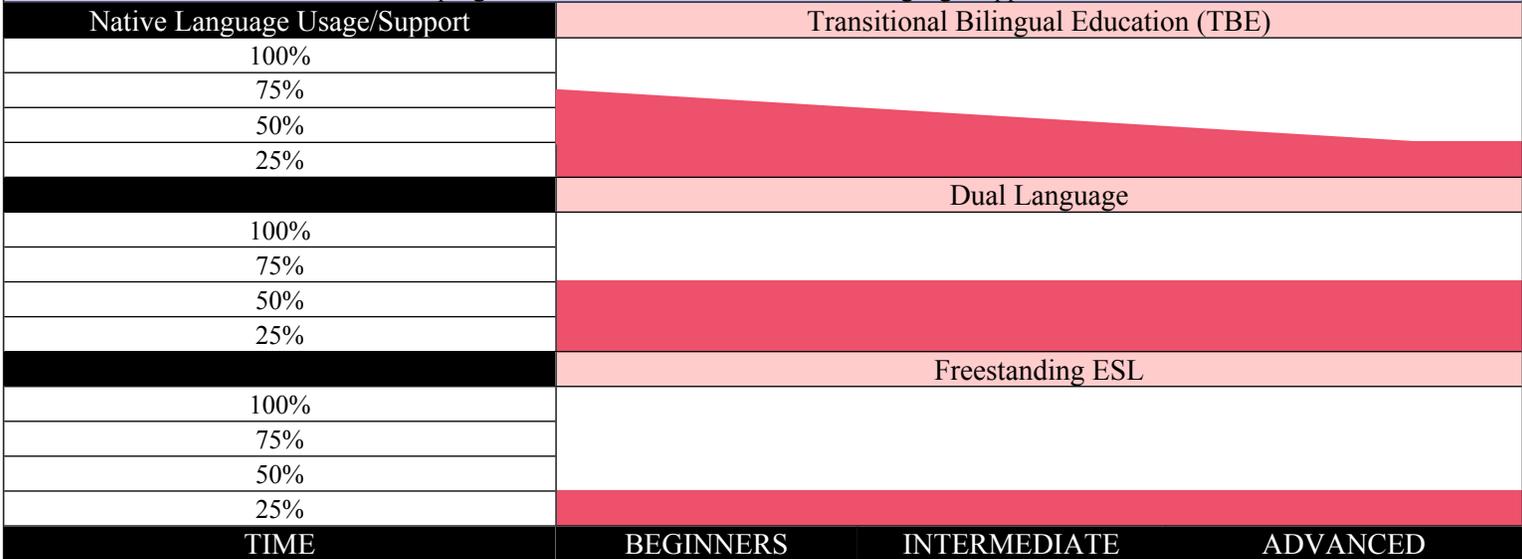
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.
- Several different intervention programs and services are in place to support our ELL population. The main program is Imagine Learning (described above). Some of the other programs in place are: Achieve 3000 (grades 6-8), Time To Know ELA and Math (grades 4-5), Brainpop ESL. The SIOP plan is another form of intervention that is used in the school. The SIOP method is a lesson plan format that is used to support many different ELL components. SIOP lesson plans are also used tie together the different subjects in the school. Many visuals and hands-on materials are included in this lesson format lesson. Total Physical Response (TPR) and technology are also regularly used in the lessons.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current ELL program is being delivered effectively to all Ells in the building according to the regulations and mandates. Instructions cover both literacy skills and academic contents, with a balanced use of both fiction and non-fiction materials. To help the Ells meet the CCSS, the program leveraged support for the students with RTI and after-Saturday programs.
11. What new programs or improvements will be considered for the upcoming school year?
- Go Math, Ready Gen and Code X will be used for the upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
- There are no ELL programs that have discontinued in the school this year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL students are given equal access to the different programs that are offered in the school. They are able to participate in everything that is available to any student in their grade level.
- A Title III funded Saturday program is offered to current and former ELL students. Students are able to attend the program where they will work on ELA, Math, Science, Social Studies and communication.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Technology plays a big role in our ESL program. The teacher has a SMART Board in his classroom and we are purchased more dedicated laptops for the ESL classroom. The Imagine Learning Program is the main technology program that is used in the ESL class. Brainpop ESL is also used to support instruction, along with Achieve 3000, English Now as well as NYSESLAT preparation books are all used to provide instruction to our ESL students. Focus is placed on students to develop their language, reading, speaking, and writing skills. Title III funded Saturday school test preparation program is also offered to current and former ELL students as a form of additional support to the students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The Native Language of our students is embraced in the ESL program. Fortunately, our ESL teacher is fluent in English, French, Spanish, Cantonese, Shanghainese and Mandarin thus enabling communication with the students and parents in their native language where necessary. Different activities celebrating the students' native language are also used in the ESL program. Dictionaries and thesauruses in the students' native language and English are provided to assist the students in the class where appropriate. Computer-based ESL programming (primarily Imagine Learning) provides additional, grade-level native language support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- New York State Common Core standards and curricula are used to plan instruction and activities in the class. The different activities are differentiated based on the students' ages, grade, level of proficiency and ability.
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.
- Our annual Summer Parent workshop series are offered to all parents who wish to hear information about upcoming events and activities that are planned and set up for the school year.
18. What language electives are offered to ELLs?
- Spanish is the only language elective that is offered in the school.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?

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

N/A

C. Professional Development and Support for School Staff

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

The ESL teacher receives monthly formal professional development primarily through our Network. He also receives on-demand Network level technical assistance. He and another licensed ESL teacher provide professional development for the remainder of the teachers of ESL students. These sessions (7.5 hours) are facilitated primarily on a division basis: Early childhood, Elementary and Middle School levels. The cognitive and psychosocial needs of our ELLs as they transition between early childhood, elementary, middle school and high school levels are discussed. Some of the topics include basic ELL background (including cases like Jose P), the school ELL intake process, and initial language learning (phonemic awareness, phonics, vocabulary and comprehension instructional strategies), academic vocabulary, childhood and adolescent developmental considerations, technology-based interventions, co-teaching, joint-ESL and classroom teacher goal-setting and monitoring, task complexity, levels of questioning, and using data such as NYSESLAT, Imagine Learning reports and periodic assessment data to drive ELL instruction.

Attendance sign-in sheets, copies of certificates of completion, as well as agenda's will be maintained in the school.

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?

In our school, parents are viewed as critical stakeholders in our students' academic achievement and as a result considerable efforts are made in order to engage them with knowledge about school events, activities and important information as well as strategies to assist their child with homework. There are a myriad of beginning of the year activities such as the First Day Celebration, Principal Parent Breakfasts, Welcome Back BBQ, Open House in which we open our doors in an effort to proactively establish and maintain parental relations. Throughout the year there are monthly meetings with the principal in addition to monthly SLT, PTA and PAC meetings and workshops. For those who cannot come to the school our website is a vital source of information and includes a parent page, parent resources, a principal blog and language translation (a quick click of the mouse converts the entire website into a Spanish or other language site!). We partner with our CBOs such as the YWCA to provide communication with parents about many in-school and out-of-school-time events. Many of our YWCA counselors speak Spanish and since our YWCA program operates from 3-6pm on a daily basis the counselors often provide critical translation services for our parents after school hours. We evaluate the needs of our parents primarily through the DOE Learning Environment Survey. Judging by the survey results more than 90% of our parents are satisfied or very satisfied with the way we communicate with them and the overall job we are doing. We also value word of mouth reports and the administration makes extra efforts to solicit the views of our ELL parents "over the counter." Fortunately, we have multiple staff members who speak Spanish, Creole, Chinese and Arabic, allowing us to engage our parents in their native languages immediately and when they need us to without having to pay for costly translation services. There is always a staff member available to translate at meetings such as our monthly Principal Parent Breakfast. The city does not provide a breakdown to schools as to which groups of parents feel a certain way about the school but there is no reason for us to believe that the parents of our ELL students feel any differently than the 90+% of parents overall.

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: 327

School DBN: 23K327

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mickisha Goss	Principal		12/20/13
Genevieve Mohamad	Assistant Principal		12/20/13
Sherry Young	Parent Coordinator		12/20/13
Chris Tang	ESL Teacher		12/20/13
Tony Jones	Parent		12/20/13
Cynthia Herbert	Teacher/Subject Area		12/20/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Nancy Ramos	Network Leader		12/20/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **23K327** School Name: **Dr. Rose B. English School**

Cluster: **5** Network: **533**

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.

Based on the background of our ELL population, observation of actual beginning of the year registration and a review of Home Language survey data we determine which languages are priorities in terms of translation needs for letters and communiques to parents.

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.

This year, as in most recent years, by far the most dominant minority language spoken by parents is Spanish (17%). This year we do however have 1 family whose primary language is Arabic, 1 family whose primary language is Bengalie, 1 family whose primary language is French and 2 families whose language is Haitian Creole. These findings are communicated orally in various principal parent meetings and listed in written form on our school website for all who have an interest to see and read in a language of their choice.

Part B: Strategies and Activities

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

The school will distribute translated letters to the identified parents whose native language are spoken at home, i.e., Spanish, Arabic and. Since the Department of Education provides translated copies of all parent letters, these letters are printed and distributed at the same time as English letters. All school specific letters are also translated into different languages through translation services provided by our ESL teacher who is a competent speaker and writer of French and Spanish. Arabic translation of letters are provided by another teacher who is a competent writer of Arabic.

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.

The school will provide in-house oral interpretation services on demand for any and all parents who cannot adequately understand English or who wish a translation. Fortunately our staff includes multiple members who speak all of the languages identified in Part A above.

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>.

As per A-663 we will provide each parent whose primary language is a covered language and who require assistance services with a copy of the Bill of Parent Rights and Responsibilities in the main office, the parent coordinator's office and on the school website. We will also post a sign near the school entrance in Spanish indicating the availability of interpretation services. Finally, our Safety Plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. For example, the Safety Agents have been instructed to contact an administrator if a parent who cannot speak English attempts to communicate with the agent about a situation involving their child. Administrators will either communicate with the parents themselves (e.g., Spanish, French) or contact a staff member who speaks the language of the parent (e.g., Arabic).

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: S 327	DBN: 23k327
Cluster Leader: Deborah Maldonado	Network Leader: Nancy Ramos
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Based on our prior year NYS ELL testing grade data, NYSESLAT modality analysis and direct observation of this year's students, our students need additional hours of direct and guided instruction as well as independent practice in speaking, listening and writing English. Students are responding well to our core technology-based programming Imagine Learning, however in order to add variety to our intervention programming we will add several proven products from the Cambium / Voyager learning group used in our general school population in previous years but recently enhanced and successfully adapted for the use of ELLs in Florida and Texas. Voyager Learning products such as Ticket to Read will be used to enhance phonemic awareness, phonics, vocabulary and comprehension while Passport will be used for individual or small group instruction. V-Math live will be used for mathematics instruction and practice. Showtime will be used for test preparation.

Students will be divided into 3 subgroups: early childhood, elementary and middle school ages in order to provide the most developmentally appropriate instructional organization while at the same time allowing for flexibility based on academic need. Students will receive English language instruction, practice, tutoring and test preparation (grades 3-8) twice per week for a total of 3 hours per week from December 2011 through May 2012. A team of 6 teachers (3 ESL and 3 CB) will implement a combination of programming including Passport Journeys, Ticket to Read, Showtime and V-Math Live. These teachers will be supervised by an administrator.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Since professional development is critical to the success of all teachers and their students our Title III team of 3 ESL and 3 Common Branch teachers will receive weekly training for one hour each week on each of the four mentioned Voyager products (or an equivalent training of 4 hours per month). This training will be provided by Voyager Learning consultants arranged by Voyager Brooklyn Account Representative Toirey Smith and a school administrator under the supervision of the principal Dr. Stephen Appa. Topics will include using Passport Journeys, and Showtime as well as monitoring of Ticket to Read and V-Math Live programming and assessment

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

Parental involvement is a known contributor to academic success. Thus engaging the parents of our Title III students is an important priority. Each week from just before the program begins in December 2012 through the end of May 2013) Spanish speaking family worker Angela Rodriguez in collaboration with the parent coordinator Sherry Young will communicate directly with the parents of each Title III student participating in the intervention program. She will first communicate with the teachers to receive pertinent attendance and academic information. She will relay this information to parents through direct parent meetings and phone calls. She will also maintain a log of assistance and ensure that English and Spanish translated letters are received by the parents. The school's website will also be used to notify parents of ELL programming activities and concerns including those of the Title III program.

Part E: Budget

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

Allocation Amount: \$?????

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

Part E: Budget

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

Allocation Amount: \$?????

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL		