



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: MIDDLE SCHOOL FOR ACADEMIC AND SOCIAL EXCELLENCE

DBN (i.e. 01M001): 17K334

Principal: ANDREA WHITEHURST

Principal Email: AWHITEH@SCHOOLS.NYC.GOV

Superintendent: BUFFIE SIMMONS

Network Leader: JEAN MCKEON

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
Andrea Whitehurst	*Principal or Designee	
Jason Varon	*UFT Chapter Leader or Designee	
TBD	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	Member/	
	Member/ Diana Grant, Teacher	
	Member/ Herbert Antoine, Teacher	
	Member/ Melba Powell, Teacher	
	Member/ Tanya Hoover, Parent	
	Member/ Taahiyeah Ramkissoon, Parent	
	Member/ Tessa Maratte, Parent	
	Member/ Bernadette Bynum, Parent	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
▪ 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 17K334

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	168	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	25	# SETSS	6	# Integrated Collaborative Teaching	18
Types and Number of Special Classes (2013-14)					
# Visual Arts	11	# Music	N/A	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	78.5%	% Attendance Rate			89.1%
% Free Lunch	85.4%	% Reduced Lunch			3.0%
% Limited English Proficient	3.5%	% Students with Disabilities			21.6%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American			85.9%
% Hispanic or Latino	12.6%	% Asian or Native Hawaiian/Pacific Islander			1.0%
% White	N/A	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	2.34	# of Assistant Principals			N/A
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			6.1%
% Teaching with Fewer Than 3 Years of Experience	21.4%	Average Teacher Absences			8.5
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	4.3%	Mathematics Performance at levels 3 & 4			3.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			7.4%
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	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	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	N/A	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.				
All goals created in the 2012-2013 SCEP were adhered to and implemented with fidelity in order to ensure school wide reform				
Describe the areas for improvement in your school's 12-13 SCEP.				
By June 2014, Principal will conduct 4 short frequent observations of each teacher in grades 6-8 using Danielson Framework Effectiveness as evidenced by providing teachers with timely and specific written feedback.				
By June 2014, all students in grades 6-8 will complete 2 Common Core- aligned units of study in ELA as evidenced by observation, teacher-team collaboration and rubrics to evaluate student progress				
By June 2014, 100% of ELA teachers in grades 6-8 will develop and revise a rigorous ELA curriculum aligned to the C completion of comprehensive curriculum maps that extend to meet the diverse needs of ELL's and SWD.				
By June 2014, the number of behavioral incidents and suspensions will decrease by 5% as evidenced in OORS report				
By June 2014, the NYC school survey will show an increase from 7.0 % to 8.0% in parent communication as evidenced NYC school survey.				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
The challenge in 2012-2013 occurred in not having a cohesive unified core curriculum. For the 2013-2014 school year our school will be implementing the new core curriculum in all grades in both ELA and Math				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
The 2012-2013 SCEP was successfully implemented, school will continue to strive for overall school achievement				
Were all the goals within your school's 12-13 SCEP accomplished?		x	Yes	No
If all the goals were not accomplished, provide an explanation.				
Did the identified activities receive the funding necessary to achieve the corresponding goals?		x	Yes	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.			
Challenge is to ensure that teachers provide high quality, rigorous and coherent instruction using the ELA and Math new core curriculum aligned to the CCLS to increase student achievement			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Achievement targets are to increase special education student subgroup and students performing on Levels 1 and 2 by 5% in ELA and Math as evidence by school wide assessments			
Describe how the school leader(s) will communicate with school staff and the community.			
School leader will ensure an articulated vision, understood and shared across the school community, with a shared sense of urgency about achieving school wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan			
Describe your theory of action at the core of your school's SCEP.			
The school leader and teachers developed a data-driven culture based on student needs, assessments, analysis to			

lead to strategic action planning to inform instruction and results in greater student achievement outcomes

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

School leader will effectively use evidence based systems to continually examine and improve individual and school wide practice in the critical areas (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social/emotional developmental health) to ensure progress and increase student achievement

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

School leader in consultation with school community has analyzed data and results of assessments in order to develop a share vision and strategic plan to improve individual and school wide practices to improve student overall achievement

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

The school leader has a fully functional system in place to conduct targeted and frequent observation, track progress of teacher practices based on student data, feedback and professional development opportunities that hold administrators and staff accountable for continuous improvement

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).			
Use the observation of classroom teaching with a research-based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers (4.1)			
Review Type:	Quality Review	Year:	2012-2013
Page Number:	6	HEDI Rating:	Developing

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
	2.4 School leader's use of resources	x	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, all teachers will possess a normed understanding of the competencies and the rubric from Charlotte Danielson's Framework for Teaching, as evidenced in SFO's, lesson plans and performance tasks (SOP 2.5)

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Frequent, ongoing formal and informal classroom observations by administrator, to observe teachers instructional practices across competencies using Danielson's Framework for Teaching Effectiveness (TE) Rubric (SOP 2.5)
B. Key personnel and other resources used to implement each strategy/activity
Administrator will observe and provide timely, specific feedback to all teachers on effective instructional practices across competencies using Charlotte Danielson's Framework for Teaching Effectiveness (TE) Rubric
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. By June 2014, school leader will provide all teachers with frequent, timely and specific professional feedback as evidence in SFO
D. Timeline for implementation and completion including start and end dates
1. Teachers will be observed frequently through formal and informal observations from October 2013 to June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. No costs associated with this activity

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
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		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

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

Major Recommendation

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

Ensure that structures are in place to regularly evaluate effectiveness of instructional practices, organizational decisions and professional development to promote coherence and continual growth to elevate student achievement (5.1)

Review Type:	Quality Review	Year:	2012-2013	Page Number:	4-5	HEDI Rating:	Developing
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Tenet 3: Curriculum Development and Support

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

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

Annual Goal #2

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

By June 2014, teacher teams (Inquiry, Grade Level and Department) will evaluate student assessments and performance tasks as measured by, rubrics and a prescribed protocol for looking at student work developed during the 12-13 school year, to evaluate and monitor student progress and to adjust teacher practice (SOP 3.5)

Instructional Strategies/Activities

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

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

1. All teachers will participate in professional growth practices that shift teaching practices. All teacher teams (Inquiry, Grade Level, and Department) will evaluate student assessments and performance tasks using rubrics and a prescribed protocol for looking at student work developed during the 12-13 school year. (3.5)

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

1. All Teacher teams (Inquiry, Grade Level, and Department)

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

1. The data specialist and teacher teams will conduct monthly analysis of school wide assessments and performance tasks to evaluate and monitor student progress and to adjust teacher practice

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

1. Teacher teams will meet weekly from October 2013 to June 2014

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

1. No cost associated with this activity

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		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).			
Further refine the curriculum to develop higher order skills for a variety of learners with different needs to increase student outcomes (1.1)			
Review Type:	Quality Review	Year:	2012-2013
Page Number:	4	HEDI Rating:	Developing

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.
Students scoring levels 1 & 2 on State ELA in Grades 6-8 will attend a Saturday Academy Program and/or After school AIS program to increase achievement as evidenced by a 5% increase on school wide assessments (SOP4.5)

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. To provide AIS Saturday Academy to students in Grades 6-8 with additional targeted, rigorous ELA instruction to increase achievement as evidenced by a 5% increase on school wide assessments (SOP 4.5)
2. To provide AIS after school program to students in Grades 6-8 with additional targeted, rigorous ELA instruction to increase achievement as evidenced by a 5% increase on school wide assessments (SOP 4.5)
B. Key personnel and other resources used to implement each strategy/activity
1. 6 ELA teachers will provide small group instruction on Saturdays to students that scored performance Levels 1 & 2 on the 2012-2013 NYS ELA exam
2. Teachers will provide small group AIS instruction 2 days a week to students that scored performance Levels 1 & 2 on the 2012-2013 NYS ELA exam
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Pre, Mid and Post exams will be given to students to track progress and evaluate students individual learning needs and progress
2. Pre, Mid and Post exams will be given to students to track progress and evaluate students individual learning needs and progress
D. Timeline for implementation and completion including start and end dates
1. Students in Grades 6-8 that scored at performance levels 1 and 2 on the 2012-2013 ELA will attend 20 Saturday sessions for 4 hour sessions from December 2, 2013-April 30, 2014
2. Students in Grades 6-8 that scored at performance levels 1 and 2 on the 2012-2013 ELA will attend after school AIS program 2 days a week X 1.5 hours from December 2, 2013-April 30, 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Saturday Academy comprised of 6 teachers for 20 Saturdays x 4 hour sessions x per session rate (Dec 2 to April 30)= see galaxy 1 Principal x 20 Saturdays X 5 hours x per session rate (Dec 2 to April 30)=see galaxy
2. 1 Principal x 2 days a week X 26 weeks x 1.5 hours x per session rate (Dec 2 to May 30)=see galaxy

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

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

Goal and Action Plan #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).

Further develop strategic organizational decisions, in particular hiring practices and use of resources, across the school to support improvement in student learning (1.3)

Review Type:	Quality Review	Year:	2012-2013	Page Number:	4	HEDI Rating:	Developing
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Tenet 5: Student Social and Emotional Developmental Health

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

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

Annual Goal #4

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

By June 2014, all teachers 6-8 will engage in higher order questioning techniques through the use of DOK questioning as evidenced in short frequent observations, unit plans and lesson plans(SOP 5.5)

Instructional Strategies/Activities

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

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

1. CFN Network Achievement Coach will provide PD to teachers on DOK and higher order questioning techniques (SOP 5.5)

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

CFN Achievement Coach will provide PD to teachers on DOK and higher order questioning techniques

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

1. Administrator will provide teachers in a timely manner with professional feedback of DOK and higher order questioning techniques as evidenced in SFO

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

1. Frequent and ongoing SFO of teachers in grades 6-8 from October 2013 to June 2014

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

1. Per diem for 9 teachers X 5 days x per diem rate = see galaxy

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

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

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

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

Major Recommendation

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

Establish a culture for learning that communicates high expectations to staff, students and **families** and provide supports to achieve them (3.4)

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

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

	6.2 Welcoming environment	6.3 Reciprocal communication
x	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.

ELA and Math teachers will provide professional development to families in the new core curriculum and new assessments to support student success as evidenced by attendance sheets, parent surveys and feedback (SOP 6.4)

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. School community will provide families with professional development in new core curriculum and new assessments to support student success (SOP 6.4)

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

1. ELA and Math teachers and Administrator will provide PD to families

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

1. Initial parent survey determined need to share information on new core curriculum and new assessments with families- feedback from regularly administered parent surveys will be used in determining future PD’s needed

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

1. PD for families will be provided monthly from October 2013 to June 2014

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

1. Teacher per session to provide PD to families - 12 teachers x 2.5 hours x 1 day x per session rate= see galaxy; one Principal x 3 hours x 1 day x per session rate =see galaxy

Budget and Resource Alignment

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

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

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

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Saturday Academy Extended Day 50 Minutes	Small group	Saturdays 9am-1pm After-School 2x per week During the school day 2x per week
Mathematics	Saturday Academy Extended Day 50 Minutes	Small group	Saturdays 9am-1pm After-School 2x per week During the school day 2x per week
Science	Saturday Academy	Small group	Saturdays 9am-1pm
Social Studies	Saturday Academy	Small group	Saturdays 9am-1pm
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Girls groups Boys group	Small group and/ or 1:1	During the school day 2x per week

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.
<ul style="list-style-type: none"> • All recruited teachers will be appropriately certified and highly qualified ELA and/or special education teachers, with some limited flexibility, consistent with State regulations. • Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department. • Mentors are assigned to support struggling and un-qualified teachers. • The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.

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"> • Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days. • Professional development will be on-going at grade conferences, monthly faculty conferences and through Network and DOE opportunities.

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.).
<ul style="list-style-type: none"> • School ensures all conception consolidated funding coordinates and integrates the use of Federal, State and/ or local funds to meet the intent and purpose of all programs • Funds are allocated to meet the needs of STH. Funds provide social/emotional, academic services and OTPS materials to Students in Temporary Housing

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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.
<ul style="list-style-type: none"> • School provides ongoing professional development to all teachers in analyzing assessment data to increase teachers understanding of student performance and strengthen teacher practice • School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction • School community selected and agreed upon the selection of appropriate multiple assessment measures to be implemented

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 with 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 17	Borough Brooklyn	School Number 334
School Name MS for Academic and Social Excellence		

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 Andrea Whitehurst	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher Yu Kai Lee	Guidance Counselor Andre Lamy
Teacher/Subject Area Herb Antoine/ELA	Parent Bernadette Bynum
Teacher/Subject Area Portia Greenidge/ICT	Parent Coordinator Delmira Henry
Related Service Provider type here	Other
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	180	Total number of ELLs	9	ELLs as share of total student population (%)	5.00%
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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														
Push-In							2	1						3
Discrete ESL class							1		1					2
Total	0	0	0	0	0	0	3	1	1	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	1		0	8		3				9
Total	1	0	0	8	0	3	0	0	0	9

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
MS334 uses the ESL Base-line performance test as well as the New York State ELA test to assess the literacy skills of our ELLs. The data provides us with insight into their strengths and weaknesses in reading, writing, speaking, and listening. After analysis of the baseline results for ELL students, they have deficits in academic vocabulary that hinders them from comprehension. As a result, ELL students are given intentional academic vocabulary minilessons before they read a text to scaffold for reading comprehension. In addition, our school uses Fountas and Pinnell to assess the early literacy skills of our ELLs. Based on the data using student running records, our beginner classes are reading on Fountas and Pinnell level J-M and our intermediate classes are reading on Fountas and Pinnell level N-Q. Our ELLs are reading 3-4 grades below their grade level. ELA classes use running records to determine lexile level. As a part of running records, students are asked to listen to directions and orally retell key ideas in a text as well as analyze elements of text. ELL students struggle with distinguishing the phonetic sounds in words and reading with fluency. Our school's instructional plan includes considering the complexity level of the text in order to scaffold academic vocabulary, syntax complexity, and conceptual understanding.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Looking at the data patterns across proficiency levels on the NYSESLAT, our ELL beginners score higher in listening and speaking than in reading and writing in the beginning of their ESL program. Overall, their speaking skills are more proficient than their listening skills. Students who begin to master their reading skills show their mastery in their reading portion of the NYSESLAT. Reading and writing scores seem to correlate with each other as the writing score usually corresponds to the reading score. Advanced ELLs continue to struggle in reading and writing sections of the exam and reach proficiency as they develop their academic vocabulary and writing skills.
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](#))
Beginners who score low in the listening/speaking modalities benefit from dictation practice in ESL class. In addition, students read regularly in their native language and in English by making use of the classroom library. The teacher provides scaffolding for students to study language use during read alouds. Intermediate ELLs benefit from learning text structures in literary and non-fiction text to aid comprehension. Students learn to notice the patterns in reading and writers' use of vocabulary to enhance meaning. Advanced ELLs need more targeted practice in reading and writing and begin to study the decisions writers make to craft a story or convey a message.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Our ELLs generally perform on similar levels with tests taken in English when compared to the native language. Due to the home language and circumstance in which they enter the country, they have very limited mastery of their native language in reading and writing. ELLs continue to receive modifications in translation/interpretation of state tests and/or glossaries for content areas.
 - b. The ESL instructor shares the results of the ELL Periodic Assessments with teachers in weekly ELA team meetings. Teachers plan how to differentiate and scaffold instruction for ELLs in collaboration with the ESL teacher who shares strategies to make text comprehensible.
 - c. Looking at the Periodic Assessments give school leadership and teachers data to target specific areas for student academic progress. ELL students often have difficulty with complex sentence structures and exceptions in grammatical structure. The native language is used to scaffold understanding of academic vocabulary by noticing similar patterns across languages that are derived from Latin. In Spanish, cognates are used to help students build vocabulary.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers plan specifically with ESL students in mind when making instructional decisions. The ESL teacher also provides

information during professional development meetings on how to best serve the ESL population at our school. The RLAT and RNMR reports are shared with all content area teachers so that the students' English language skills can be built upon. Specifically, teachers scaffold vocabulary by front-loading them before reading and use manipulatives and visual images to aid comprehension of complex concepts. Beginners are given opportunities to hear literature so that language and mechanics is modeled. Intermediate and advanced ELLs are given opportunities to discuss in groups that scaffold language use in reading and writing in authentic environments to scaffold for writing.

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 programs for ELLs are measured by the number of students who make AYP as measured by the NYSESLAT and New York State ELA and MATH exams. Teachers analyze how successful the implementation of the Common Core Learning Standards are in ELA. Adjustments are made to the curriculum as needed, based on analysis of data.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. These are the steps for the initial identification of the students who may possibly be ELLs at MS334 which includes screening, initial assessment, program placement, and annual assessments: The first step is upon registration when the parents complete the Home Language Identification (HLIS) form and Ethnic Survey with the assistance of the ELL/Testing coordinators. Translation will be provided upon request with the completion of the registration process. We have staff in our school that read, write and speak Spanish, Chinese, French and Haitian Creole who are available for translation. Ms. Henry the parent coordinator is fluent in Spanish and frequently supplies translation/interpretation services. Ms. Lee a licensed K-12 TESOL teacher, can provide interpretation in Cantonese and Mandarin when needed. Mr. Lamy, the guidance counselor, fluent in Haitian Creole, provides interpretation as needed. In the event that a staff member is not available to translate or the DVD does not come in the language spoken by the parent, then the translation services will be contacted. Next, the ELL/Testing coordinators will determine the new admits' home language and if they are eligible for LAB-R testing by conducting an informal interview in their native language and English. Then the parents are informed about their options upon the three program choices - ESL, Dual Language or Bilingual Transitional and have the opportunity to watch the DVD in their native language and complete the Parent Survey & Program Selection form.

Within the first ten days of enrollment, the new admits that are entitled are tested with LAB-R by the ELL/Testing coordinator using the RLER report via ATS. If the new admits with native language of Spanish do not test out with the LAB-R, they are also tested with the Spanish Lab within the first ten days of enrollment by the Testing coordinator. A parent orientation will be conducted in their native language and their child will be placed in the requested program. Afterwards, the ELL coordinator will assist the Pupil Accounting secretary to input the correct home language using the information from the HLIS for each new admit and place them in the appropriate program. In the spring, NYSESLAT will be administered to the ELLs.

Every September, the ELL/Testing coordinator & Data Specialist print out ATS reports - RNMR & RLAT and aggregate the NYSESLAT data and creates an EXCEL NYSESLAT spreadsheet and disseminates the data to the entire staff that provide

instruction to ELLs in order to differentiate their instruction. The NYSESLAT spreadsheets are organized by individual classes and across Grade Six to Grade Eight. The data include proficiency levels, the scale scores for listening/speaking and reading/writing and LAB-R scores. Teachers of ELLs use the NYSESLAT data to differentiate ESL instruction. All beginning and intermediate students receive 360 minutes of ESL instruction per week and all advance students receive 180 minutes of ESL instruction per week as per CR Part 154 instructional requirements. The ELL/Testing Coordinator & Data Specialist will provide the data to the teacher of ELLs who students take the ELL Periodic Assessments given throughout the year. The teachers will use the Periodic Assessments to drive and differentiate instruction across the four modalities - reading, writing, listening and speaking.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 2. The structures that are in place to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language & ESL self-contained) are first and foremost that the parents must complete the HLIS (Home Language Identification Survey) to determine the home language of the child. The ESL teacher, Ms. Lee has 10 days in which to contact parents and provide them with all the resources necessary to understand the three program choices available. She is certified in K-12 TESOL pedagogy. Based on the language responses, parents are informed about the programs. During parent orientations, parents are then given pamphlets and shown a DVD that details the three programs offered and available in their native language. The ELL teacher will provide explanations and additional support for parents during these sessions. We have staff in our school that read, write and speak Spanish, Chinese, French and Haitian Creole who are available for translation. Parents are given Parent Survey & Program Selection form to choose the program that they deem appropriate for their child. Parents who did not view the DVD have another opportunity to attend orientations in their native language to complete Parent Survey & Program Selection Survey. If unavailable, the Parent Survey & Program Selection form is not completed via school orientation, one-on-one meeting or phone call then the school will choose the appropriate placement at default (ESL).
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 3. Each year, the school's ELL Coordinator, Ms. Lee will compile the entitlement letters once the LAB-R, Spanish Lab and/or NYSESLAT results confirmed that the students are entitled and continuing ELLs. This information is printed from ATS using the RLAT and RNMR reports. The entitlement letters and non-entitlement letters (translated in parents' preferred language) are sent home, a copy of the letter is kept on file in the ELL office. After the orientation, ELL Coordinators will collect the Parent Survey and Program Selections forms that are completed and returned after viewing of the DVD in their native language. Once completed, the ELL coordinators will place them on file in the ELL Coordinator's office.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 4. The criteria used to place identified ELL students in bilingual or ESL instructional programs is that once the student is identified as an ELL, he or she is placed in a Dual Language or ESL program based the Parent Survey and Program Selection form completed by the parents and/or consultation (translation provided upon request) with parents upon registration. The parents have an option of three programs in NYC: TBE, DL, & ESL. If the Parent Survey and Program Selection form have not been completed nor returned, then the school will choose the appropriate placement of default (ESL). Placement letters are distributed according to the parent's choice if it is available in our school. In the event that the parent's choice is not available, they are given the options of nearby schools who run the program of choice by our parent coordinator, Ms. Henry. All placement letters are kept on file in the main office.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Ms. Lee ensures that the RLAT and RNMR reports on ATS are utilized to determine the students who need to take the NYSESLAT each year. Mr. Antoine and Ms. Greenidge help ensure that the writing and listening components of NYSESLAT are graded without bias. All sections of the NYSESLAT is administered by teacher personnel that do not offer bias when grading the speaking and writing parts of the test. Teachers are trained in the process of administration to assure fair and equal opportunities for student participation. The speaking component is done on an individual basis. The listening component is completed in a small groups, by grade. The reading and writing components are done in large groups. All testing is supervised by Ms. Lee, Mr. Antoine, and Ms. Greenidge.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

6. After viewing the Parent Survey and Program Selection forms for the past few years, the majority of native Spanish speaking parents (85%) request the ESL program for their children. Other Spanish speaking parents (15%) request Transitional Bilingual or Dual Language . The majority of the native Haitian Creole & Fulani speaking parents request the ESL program. Parents who are native speakers of other languages predominantly select ESL.

Our programs are aligned to parents' requests. Our school offers ESL pull-out classes. Our ELL population include Spanish, Creole, Fulani and other languages. A few parents who request the programs Bilingual transitional/Dual Language that are not available at our school were offered options to other schools but requested ESL as the alternative. The ELL parents that speak Creole, Fulani & Arabic request for ESL pull-out classes. We offer parents options to other schools if they have requested bilingual transitional/Dual Language classes.

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])?
 - a. Our school uses a combination of push-in and pull-out in order to meet the needs of all students. During push-in, Ms. Lee collaborates with content area teachers to ensure that ELLs are exposed to rigorous curricula that is scaffolded. During pull-out, Ms. Lee takes a small group of beginners to a separate location to build basic literacy skills that would allow them to build confidence and succeed in their regular classes.
 - b. The program model used is block [class travels together as a group].
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)?

ELLs who scored a beginner and intermediate on the previous year's NYSESLAT are provided with 360 instructional minutes of ESL and ELA as per CR Part 154. Advanced students are provided with 180 instructional minutes of ESL and ELA. Since Ms. Lee does push-in with the majority of all levels of ELLs, students who scored a beginner and intermediate can be provided with 360 minutes of ESL and ELA instruction per week which equates to 8 periods per week. Students who scored an advanced are pulled out of their ELA classes for 4 instructional periods per week from various content areas.

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.

The content areas are delivered to all ELLs through the use of the English language with ESL approaches and methods. Such approaches and methods are used to make the input of the content comprehensible to foster language development and meet the demands of the Common Core Learning Standards. The instructional approaches and methods used include but are not limited to, total physical response, sheltered English, images and realia, and language study. The materials used are Visions text which provide appropriate instruction for all levels of ELLs. The ESL teacher, Ms. Lee, provides various methods as mentioned above to support all ELLs during push-in. These methods are discussed during common planning times. ELLs are supported with these ESL methodologies which help them to eventually master skills in the CCLS.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. The ELLs are appropriately evaluated in their native languages. New admits with native language of Spanish who did not test out with the LAB-R are also administered the Spanish Lab. In our pull-out ESL classes, all grade-wide assessments in all content areas (e.g. Math, Social Studies & Science) are translated in the student's native language. If written translation is not available, the administration will contact the Translation and Interpretation Unit Services to provide oral interpretation if needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our curriculum is intertwined with the Common Core Learning Standards which target and connect all of the four modalities of English acquisition throughout the year. Periodic assessments are used and analyzed to adjust to student needs. Assessments are divided into three parts: pre-assessment, interim, unit assessment per unit to assess student improvement in each of the four modalities. ELLs are evaluated using academic vocabulary tests, short written responses, and extended written responses. The use of group discussions and class debates/speeches help evaluate speaking/listening modalities.
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).

6A. SIFE students receive rigorous grade level instruction in all content areas, taught in English. In addition, they receive 8 periods of ESL instruction per week. ELLs that are in US schools for less than three years and are beginning and intermediate students receive 360 minutes of ESL instruction per week, in compliance with CR Part 154 instructional requirements. All advanced students receive 180 minutes of ESL instruction per week, in compliance with CR Part 154 instructional requirements. Our school provide rigorous

grade level instruction fully aligned with the SED ESL Learning Standards in all content areas. We provide afterschool programs including educational enrichment and Saturday School. ELLs that have special needs or IEP's are provided with the related services which include Speech Therapy, Occupational Therapy, Physical Therapy, Guidance Counseling and/or SETSS.

6B. Our newcomers (ELLs in school less than three years) receive support in all areas of their educational endeavor. As a result of HLIS, LAB-Rs & NYSESLAT data, newcomers are placed in their appropriate setting (ESL, Dual Language or TBE) by parental options. Parents who choose ESL after watching the orientation DVD in their native language will have their child placed in the ESL organizational model. The ELLs are given mandated instruction in ESL per week as per CR Part 154 instructional requirements. In addition, the ELLs are immersed in a variety of school-wide programs such as afterschool, clubs, Saturday School, educational enrichment and extended day.

6C. Our ELLs receiving service 4 to 6 years receive support in all areas of their educational path. As a result, NYSESLAT and ELL Periodic Assessment data will be used to plan instruction for these students according to areas of needs across the four modalities – listening/speaking and reading/writing. Once placed in an organizational model, the students will remain in their program and are given the mandated instruction in ESL per week as per CR Part 154 instructional requirements. In addition, the students are immersed in a variety of school-wide programs such as afterschool, clubs, Saturday School, educational enrichment and extended day. These students that are in testing grades which will continue to receive academic intervention based on data received from assessments (formative & summative) in small-group instruction to meet their needs as per NCLB act.

6D. Students who are in our school for 6 years or more will be provided with rigorous grade level instruction fully aligned with the SED ESL Learning Standards in all content areas. We will provide afterschool programs from Title III. ELLs that have special needs or IEP's will be given their appropriate related services which may include SETSS, Speech Therapy, Physical Therapy, and Guidance Counseling.

6E. Students who have tested proficient on the NYSESLAT are still supported up to 2 years through testing accommodations. We will provide time and a half testing accommodations. Former ELLs also receive periodic check ups by Ms. Lee, the ESL teacher, for additional support in their ELA studies.

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?

7. The teachers of ELLs use a variety of instructional strategies and grade level materials during the 90 minute literacy block. During balanced literacy, teachers of ELLs conduct read alouds and/or shared reading, work in guided reading groups and the students are engaged in independent reading. During guided reading, teachers of ELLs teach students reading comprehension skills and teach students how to monitor their reading with a variety of texts (non-fiction, fiction, fairy tales, chapter books & etc) Native language books are available in the classroom library. All classroom teachers are responsible for knowing the goals and learning supports need for ELL-SWDs as per IEP. Instructional strategies include tactile activities, visual supports, and repetition of directives. ELLs-SWDs whose IEP mandates bilingual instruction are given options to other schools as our school only offers a ESL program.

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?

8. Our ELLs with special needs whose IEP recommends ESL instruction received their mandated hours (360 minutes or 180 minutes) based on the NYSESLAT and/or LAB-R results. The ESL providers pull-out these ELLs into small-group instruction targeting skills specific to their needs and provide ESL instruction that are standards based and aligned with Grade six to Grade eight curriculum in accordance with their IEP recommendation for ELLs with disabilities in 12:1:1 setting. The ESL providers record "First Attendance Reporting system for ESL and record the student's attendance on SESIS. ELLs with disabilities whose IEP recommends a bilingual paraprofessional is assigned to one and he/she works side-by-side in accordance to the recommendations of the IEP. The bilingual paraprofessional will record "First Attendance Reporting System" and record the student's attendance on SESIS. Testing accommodations and related services (PT, OT, Speech, SETSS, and/or counseling) will be provided within the individual guidelines for the ELLs students with disabilities. Technology will be provided and utilized to enrich and support ELLs with disabilities.

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

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

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

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

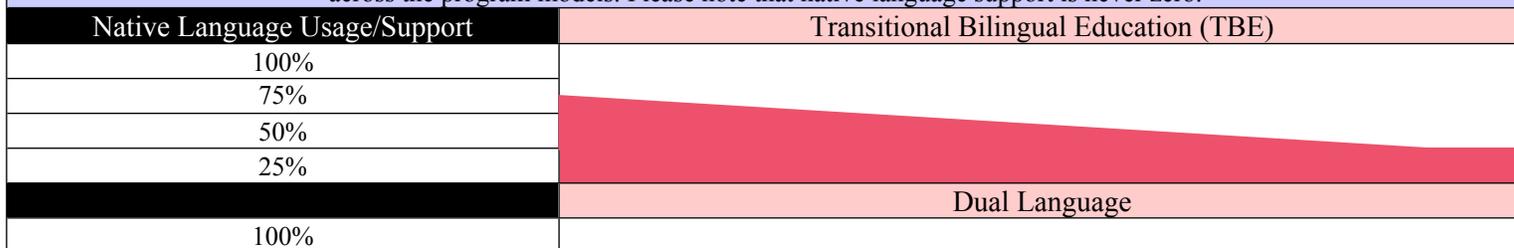
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.

9. The targeted intervention programs for newcomers (ELLs in school less than three years) receive instruction in English. The content areas of ELA (integrating science & social studies) include the following intervention programs: A.I.S. pull-out; Extended Day; Saturday Academy and technology (Achieve 3000). The content area of Math includes the following intervention programs: A.I.S. pull-out; Extended Day; and Saturday Academy. ELLs in testing grades receive Literacy & Math Saturday School as an additional intervention program. Students who fall into the bottom 3rd are receive additional small group instruction after school on an individual basis where they receive one-on-one instruction.

The targeted intervention programs for ELLs receiving 4 to 6 years receive instruction in English. The content areas of ELA (integrating science & social studies) include the following intervention programs: A.I.S. pull-out; Extended Day; Saturday Academy, and technology (Achieve 3000). The content area of Math includes the following intervention programs: A.I.S. pull-out; Extended Day; and Saturday Academy. ELLs in testing grade receive Literacy & Math Saturday School as an additional intervention program.

The targeted intervention programs for ELLs with special needs receive instruction in English. The content areas of ELA (integrating science & social studies) include the following intervention programs: Wilsons (Foundations); Extended Day, Saturday Academy; Technology and AIS pull out. The content area of Math includes the following intervention programs: A.I.S. pull-out; Extended Day; and Saturday Academy. ELLs in testing grade receive Literacy & Math Saturday School as an additional intervention program.

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

Our school's current program is effective in meeting the needs of all the ELLs content through a rigorous curriculum that develops reading and writing. The key instructional shifts are intergrated as a part of daily content and language instruction. All teachers are aware that they are teachers of ELLs through common plannings with the ESL teacher. The previous years' NYSESLAT results are used as a pre-assessment for the beginning of the year. Periodic assessments for ELLs are also used through the year so that the data can inform further instruction.

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

Our school is using the CodeX curriculum for the school year which challenges students to think critically in reading and writing, preparing them for college and career. The curricula includes differentiated strategies for ELLs and SWD. Teachers regularly modify the complexity of each of the texts in the unit to ensure assess for all students. In addition, we will be implementing IReady to increase the effectiveness of data tracking and analysis as well as using the Ready series to target groups of students who are below grade level.

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

N/A

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

13. Our ELLs are afforded equal access to all school programs (e.g. media, technology, Theater, Drama, Performing Arts & etc). In addition our ELLs receive afterschool programs such as Literacy & Math Afterschool, clubs, and Saturday Academy. All invitations are translated as needed to encourage ELLs to participate. In addition to Literacy and Math Afterschool, we also offer reading support for ELLs in a separate location. Ms. Greenidge also supplies practice in reading for ELLs that need remedial skills and content review.

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

14. There is a variety of instructional materials that are used to support all subgroups of ELLs in technology which includes Brainpop ESL, starfall, and mangahigh. We have guided reading level bookrooms in English and in Spanish. We have NYSESLAT test prep books for ELLs. All personnel have access to websites (Enchanted Learning, Ed Helper) to download activities and differentiate for instruction.

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

15. In the ESL pull-out model at our school, all instruction is taught in English, therefore, native language support is limited.

However, students use the buddy system for native language support as well as glossaries, native language library books, bilingual dictionaries, technology and teachers/paraprofessionals who speak the language can assist them. ELLs with special needs who require native language support have alternate paraprofessionals.

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

16. Yes, the required services support, and resources correspond to ELLs' ages and grade levels because the data that is aggregated from ELL Periodic Assessments, NYSESLAT and other grade wide assessments are used to provide interventions and enrichments for the ELLs.

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.

16. There are a variety of activities in our school to assist newly enrolled ELLs before the beginning of the school year. After early registration, a Spring parent orientation is held for newly enrolled ELLs and their parents are held prior to the opening of school in September. A school walk-through is provided to familiarize both students and parents with the school procedures, settings, teachers, curriculum, program options (Dual language, ESL or TBE), assessments and expectations. Then in September, there is an additional orientation for all parents including ELLs provided by staff members. The parents of newly enrolled ELLs can contact the parent coordinator who offer workshops regularly in areas related to ELLs, testing, & etc. In November, there is Family Night which parents are invited to their child's class to explore and learn more about the school's curriculum.

18. What language electives are offered to ELLs?

18. In our school, we offer Spanish as an elective to build knowledge of multiple languages, aiding them in noticing patterns across languages, and preparing them for the high demand for multilingual professionals.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1. There are a variety of on-going professional development workshops offered to all personnel. All personnel are supported through participating in Professional Development workshops conducted by NYC OELL, BETAC and higher education (e.g. Fordham & LIU) as well as in-house professional development (e.g. Chancellor Days, Lunch & Learns and etc) in effort to improve instruction for all our ELLs. When a staff member attends a workshop relating to servicing ELLs, the staff returns to the school and turn-keys the information for all personnel in the school. We have ongoing teacher teams which includes grade level teacher teams, math teacher team, and ESL/Special Education Vertical teacher team.

2. Teachers of ELLs are offered professional development in the school curriculum (Code X), looking at student work, ELLs with disabilities to support all ELLs as they engage in the Common Core Learning Standards.

3. As ELLs transition from one school level to another, we provide a variety of support for the staff. The data from LAB-R test and/or NYSESLAT is aggregated and then disseminated to all staff who works with ELLs. At the end of the year, teachers compose a portfolio for individual students detailing their academic progress. The portfolio includes assessment results from LAB-R, NYSESLAT and grade-wide assessments. The portfolio also includes the students' profiles (ELL, HO, Former ELL, IEP, SETSS & etc) as well as writing samples.

4. All teachers and paraprofessionals are given a minimum 7.5 hours of ELL training with the exception of our Special Education teachers who receive a minimum of 10 hours of ELL training. The on-going training can include professional developments through attending workshops from OELL as well as in-house workshops from certified ESL teachers using ESL methodologies. Teachers may attend workshops that are offered by UFT and/or higher education (e.g. LIU, Fordham, etc.). A file that includes ELL training certificates is place in the office and the number of completion is recorded and updated annually.

D. Parental Involvement

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

1. Research shows the multiple benefits that result when parents are actively involved in their children's education. The relationship between our school and our family is the backbone of our community. Our parents are actively involved in their children's educational careers. In our school we have an open door policy in the classrooms so our parents participate in activities including parent orientations (fall & spring), luncheons, workshops (e.g. Homework help, NYS ELA & Math test, Common Core Learning Standards (CCLS) & etc), assembly programs, science fairs, field trips, and an active P.A. Parents in need of translation services will be available upon request prior to the engagement of activities via notices. A literacy night will be held by Ms. Lee the ESL teacher that invites all parents of ELLs to participate in their child's learning. Parents bring in small dishes from their cultural backgrounds to celebrate the rich diversity of our children in the school.

In addition, the parent coordinator and school based support team (SBST) conduct informative workshops and/or assist parents with information and/or referrals pertaining to counseling, parenting and life skills. The technology specialist provide ARIS workshops for parents to teach them how to monitor their students' progress and other technology workshops to acclimate the parents with computer programs that their children are using in the school. In addition, translation services will be provided and readily available upon request.

2. Our school partners with Young Journey which is a Community Based Organization that provides workshops and services to ELLs and their parents. ELLs participate in this program by exploring different types of media, theater, and the performing arts. Parents are invited to performances focusing on resilience, peer pressure, bullying, and other social issues.

3. Each year, parents have the opportunity to be involved in shared decision making and school governance that support the learning standards achievement and program models and goals each year by the results from the Learning Environment Survey. During parent orientations, parental workshops as well as P.T.A. meetings, parents are given surveys which are evaluated and addresses the needs of the parents by Ms. Henry, the parent coordinator. The school uses the surveys to determine the workshops needed to provide for the parents. Parents may contact the teachers, parent coordinator and/or PTA president and request for additional workshops in the areas of technology, state-wide assessments, and etc.

4. Parents in our school receive fliers and notices in several languages – English, Spanish & Creole. Parents continue to participate in multicultural activities to enhance cross-cultural understanding and equity such as Hispanic Heritage Assembly, Cinch de Mayo celebration and Dance Festivals. As a result, the parents as well as their children become successful learners and productive citizens.

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: MS334

School DBN: 17K334

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrea Whitehurst	Principal		11/15/13
	Assistant Principal		
Delmira Henry	Parent Coordinator		11/15/13
Yu Kai Lee	ESL Teacher		11/15/13
Bernadette Bynum	Parent		
Herb Antoine/ELA	Teacher/Subject Area		11/15/13
Portia Greenidge/ICT	Teacher/Subject Area		11/15/13
	Coach		
	Coach		
Andre Lamy	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 17k334 School Name: MSASE

Cluster: 2 Network: 211

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.

Home Language Surveys are used to assess the need for translation and oral interpretation. NYC Parent notices and report cards are requested in parents' home language described in Part A. All NYC documentation has been requested in languages other than English. Teachers notify the administration 3 days before distribution, requesting translation of letters and/or progress reports. During parent orientations and formal interviews preceding the home language survey, assessments of written translation and oral interpretations are made. Additional translation services are provided by staff members as needed. The language interpretation unit services are requested as needed. Based upon the parent survey data and parent coordinator support, the written language and oral interpretation will be provided.

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.

Less than 7% of our school community requires translation other than English and accommodations have been made to address these needs. The information has been identified and shared through the parent teacher association and parent coordinator outreach. Initial assessment of translations in languages other than English are also identified through the Home Language Identification Survey (HLIS). There are 2 parents who need Spanish oral interpretation services, 2 parents who need Haitian Creole oral interpretation services, 2 parents that need written translation services in Arabic. These findings are shared in inquiry based meetings with the entire school staff to best communicate with ELL parents in an effective way.

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.

As described in Part A, all NYC documentation has been requested in languages other than English. Teachers notify the administration 3 days before distribution requesting translation of letters and/or progress reports. Staff Members who speak/write Spanish, French, Mandarin-Chinese will provide all translation services for parents as needed and the language interpretation unit services will be contacted by the administration to support the parents' communication needs. Parents in need of services are identified by the home language survey, parent survey and parent coordinator outreach.

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.

As described in Part A, all NYC documentation has been requested in languages other than English. Teachers notify the administration 3 days before distribution requesting translation of letters and/or progress reports. Staff Members who speak/write Spanish, French, and Mandarin-Chinese will provide all translation services for parents as needed and the language interpretation unit services will be contacted by the administration to support the parents' communication needs. Parents in need of services are identified by the home language survey, parent survey and parent coordinator outreach.

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>.

In accordance to Chancellor's Regulations A-663 regarding parental notification and interpretation services, parents are informed of our school's responsibility to translate materials as outlined in the Parent -Compact of our CEP. All progress reports, report cards, and all parent notifications are translated as needed for parents that need these communication services. Parents are provided with translated Bill of Parents Rights and Responsibilities as well as brochures that explain what they can do to assist their child's language learning, resources available in the community, and a sample of the NYSESLAT questioning in their native language. Our in-house school staff provides both written and oral translation/interpretation services in Haitian Creole, Spanish, and Chinese. For parents of students who speak Arabic, French, or Fulani, we seek both parent volunteers and aid from the Translation Unit via telephone conferences and in-person interviews.

