



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ELIJAH STROUD MIDDLE SCHOOL 353

DBN (i.e. 01M001): 17K353

Principal: MS. TRICIA DELAUNEY

Principal Email: TDELAUN@SCHOOLS.NYC.GOV

Superintendent: DR. BUFFIE SIMMONS

Network Leader: MS. LISA GIGOUX

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
Tricia Delauney	*Principal or Designee	
Roxanne Sargeant	*UFT Chapter Leader or Designee	
Marcia Williams	*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	
Osmond Miller	Member/ CSA Member	
Damian Mattis	Member/ UFT Member	
Annette McDonald	Member/ UFT Member	
Esmeralda Ramos	Member/ Parent Member	
Tanya Mitchell	Member/ Parent Member	
Joan Thompson	Member/ Parent Member	
Donna Maitland	Member/ Parent Member	
	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- 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.
- 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 CEP 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 CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, there will be a 10% increase in mathematics skills across all grades as evidenced by, student coursework and benchmark assessment and teacher observations.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The analysis of the school's 2013 Progress Report issued by New York City Department of Education revealed that at least 95% of students were performing below level. In addition, the pre-assessments showed gaps between students' thinking and the expected standards of performance. As a result, we have prioritized math instruction with specific focus on at-risk students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Students will be introduced to and will implement various note taking techniques which affords them the opportunity to connect their classroom experiences to real-world situations.
2. In aligning our teaching practice to the Danielson's Framework, students will be provided with multiple points of entry through teaching strategies such as guided practice, small group instruction, whole class modeling and group discussion.
3. Students will be exposed to and engaged with targeted strategies and tools that are common core aligned as demonstrated by the instructional shifts, performance tasks and rubrics.

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

1. Administration, Teachers, Network Achievement Coaches, Teacher Incentive Fund Coach/Ambassador

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

1. As a Math Department, the inquiry process is being used to identify targets, evaluate the progress, effectiveness, and impact of each strategy. For example, informal observation revealed that students did not understand or implement the use of their notes. As such teachers will administer weekly open book quizzes as a method of monitoring effective note taking.
2. Formal and informal assessments will be used to influence student groupings, scaffold instruction and to guide future lesson planning. Based on the Common Core requirements the tools that will be used to measure students' progress are mid-lesson assessments, entrance and exit tickets, bi-weekly test/quizzes, Unit pre assessments and projects.
3. During PP and bi-weekly meeting teachers will analyze student work to assess gaps of misunderstanding
4. Lesson plans will be assessed and rated for planning for multiple entry points

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

1. September 2013 to June 2014

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

1. Collaborative Inquiry Team (CIT) will meet every Monday
2. Administration schedules daily common planning with teachers across all subject areas during professional periods
3. Weekly Team Planning.
4. Frequent cycle informal observations
5. Weekly Learning Walks

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- o Conducting regularly scheduled parent and school meetings (School Leadership Team, PTA meetings, Title 1 Parent meetings)
- o Providing training and professional development for parents (ARIS Parent Link, Testing Preparation, Understanding the CCSS, Common Core Library)
- o Distributing Progress Reports each quarter, with suggested instructional strategies for parents to work with their children at home

- Hosting school events such as **Curriculum Fairs, Bring your Parent to School Week, Parent-Teacher Conferences**
- Insuring access to materials and resources in school and at home for parents to support their children's learning and monitor progress
- Promoting increased communication of expectations for students' progress and achievement
- The school will also foster parental involvement by offering technology based workshops on topics in literacy and numeracy to support high achievement by all students. Thus parents will be supported in understanding topics such as the new Common Core State Standards and State and City assessments. They will learn how to monitor their child's progress and use all of the above strategies to strengthen the home-school connection in teaching and learning. Workshops will be held with focuses on ARIS and E-Chalk to help monitor children performances, progress and areas requiring improvements

Budget and Resource Alignment

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

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

NYSTL CFE Highly Qualified allocation will fund professional development by onsite teacher leaders and specialists from our Network. Funding will also be used to support a mathematics afterschool program and an expansion of student center resources, to offer students added opportunities for independent problem solving activities. CFE and other funds will be allocated to support the purchase of instructional materials for day and afterschool mathematics programs. In addition, with funding from our Title 1 Highly Qualified allocation, teachers will be programmed for professional development by onsite teacher leaders and specialists from our network. Further, all teachers will have access to day or afterschool professional development activities on selected days and will use ARIS, EngageNY, and CCSS library to aid in strengthening practice.

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, there will be a 10% increase in ELA across grades as evidenced by student coursework, benchmark assessments and teacher observations.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The analysis of the school's 2013 Progress Report issued by New York City Department of Education revealed that at least 95% of students were performing below level. In addition, the pre-assessments showed gaps between students' thinking and the expected standards of performance. As a result, we have prioritized math instruction with specific focus on at-risk students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Students will engage in tasks that are Common Core Aligned and reflected the instructional shifts.
2. Students will utilize Common Core Aligned rubrics to engage in self-assessment and peer assessment in order to articulate and improve upon student outcomes.

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

1. Administration, Teachers, Network Achievement Coaches, TIF Demonstration Teachers/Ambassador

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

1. Benchmark Assessments will be used to evaluate progress, effectiveness and impact of each strategy/activity.
2. Midterms and Finals will assess student comprehension.
3. Progress Reports and quarterly Marking Period grades.
4. Student work folders will be used to analyze data and effectiveness.
5. Pre-assessments and cumulative unit assessments

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

1. September 2013 to June 2014

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

1. Subgroups across content areas meet weekly in Professional Learning Communities to discuss best instructional practices.
2. Teachers collaborate to develop Common Core Learning Standards (CCLS) aligned units, lesson plans, CCLS aligned student tasks, evaluate student work using aligned rubrics, and provide feedback on next steps that will enhance student achievement.
3. Teachers visit model rooms to note best practices. Inter-visitations and planned sessions with Demonstration Teachers and Achievement Coach to enhance best practices.
4. Teachers will focus on providing differentiated strategies and sufficient scaffolding to ensure that students of varying academic levels have access to the common-core curricula
5. Virtual content area labs, technology equipped classrooms with Smart-boards, laptops and PCs, online reading programs, interactive online resources aligned to subject's scope and sequence, Formal and informal teacher observations and conferences reflect improvement in student goals

Strategies to Increase Parental Involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
- o Conducting regularly scheduled parent and school meetings (School Leadership Team, PTA meetings, Title 1 Parent meetings)
 - o Providing training and professional development for parents (ARIS Parent Link, Testing Preparation, Understanding the CCSS, Common Core Library)
 - o Distributing Progress Reports each quarter, with suggested instructional strategies for parents to work with their children at home
 - o Hosting school events such as **Curriculum Fairs, Bring your Parent to School Week, Parent-Teacher Conferences**
 - o Insuring access to materials and resources in school and at home for parents to support their children's learning and monitor progress
 - o Promoting increased communication of expectations for students' progress and achievement
 - o Providing school website as a medium to communicate assignments due, offer insight on in-class learning.
 - o Online software is used to communicate grades to parents.
 - o Phone blasts are used to communicate updates and school events.

Budget and Resource Alignment

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

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

NYSTL CFE Highly Qualified allocation will fund professional development by onsite teacher leaders and specialists from our Network. Funding will also be used to support a ELA afterschool program and an expansion of student center resources, to offer students added opportunities for.

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, at least 85% of teachers will receive an effectiveness rating on Domain 3 component Danielson's Framework 3b-Using questioning and discussions techniques.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

There is a need to improve student achievement by promoting high level thinking and discourse across disciplines. For the past two (2) years, teachers have been struggling with engaging the students in discourse without the mediation of the teacher. In addition, student voicing questions about the work to further their learning was void. Formal and informal observations revealed that many teachers are developing best practices in this area and we believe if teachers are able to effectively demonstrate this component students' academic progress will be increased.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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
 Educators are scheduled for at least two off-site professional development sessions per semester).
 professional development providers are invited to the school to provide staff with resources in areas such as effective questioning in the classroom
 Teachers self- assess on component 3b of research- based rubric

Teachers use effective text-dependent questioning utilizing Hess and Bloom as guidelines for their creation
We will strengthen the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's *Framework for Teaching*.

Teachers will ground students' reading writing, discussions with evidence from the text

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

Administration, Teachers, Network Achievement Coaches, TIF Demonstration Teachers/Ambassador

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

- During formal/informal frequent cycle observations questions will be assessed for promotion of thinking and the ability to draw all students into the discussion
- Questions will be assessed to ascertain whether they are higher order questions that push students to analyze, theorize, and create opportunities to further students learning.
- During team meetings discussions on best practices on instructional strategies to utilize highly effective questioning and discussion techniques in the classroom will be frequent.
- Professional development workshops will be provided to develop a number of strategies for pushing students to think and create.
- Subgroups across content areas meet weekly in Professional Learning Communities to discuss best instructional practices.
- Teachers collaborate to develop Common Core Learning Standards (CCLS) aligned units, lesson plans, CCLS aligned student tasks, evaluate student work using aligned rubrics, and provide feedback on next steps that will enhance student achievement.
- Students will be observed using higher level questioning techniques "Accountable Talk" stems to deepen the discussions and develop critical thinking skills.
- Benchmark, Interim, Pre and Post assessments will be created to evaluate students' progress on questioning and discussion techniques.
- Teachers will participate in workshops with a concentration on effective questioning techniques using the Danielson Framework rubric as a guiding tool and by examining and analyzing student work

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

1. **September 2013 to June 2014**

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

The master program will create teachers teams to meet daily

There will be bi-weekly subject meetings

Subgroups across content areas meet weekly to discuss best instructional practices.

Teachers collaborate to plan units, lesson plans, evaluate student work and provide feedback on next steps that will enhance student performance in questioning and discussion techniques.

Teachers visit model rooms to note best practices on component 3b.

Teachers will focus on providing differentiated strategies and sufficient scaffolding to ensure that students of varying academic levels are able to ask and respond to various questing and discussion techniques

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- a. Conducting regularly scheduled parent and school meetings (School Leadership Team, PTA meetings, Title 1 Parent meetings)
- b. Providing training and professional development for parents (ARIS Parent Link, Testing Preparation, Understanding the CCSS, Common Core Library)
- c. Distributing Progress Reports each quarter, with suggested instructional strategies for parents to work with their children at home
- d. Hosting school events such as **Curriculum Fairs, Bring your Parent to School Week, Parent-Teacher Conferences**
- e. Insuring access to materials and resources in school and at home for parents to support their children's learning and monitor progress
- f. Promoting increased communication of expectations for students' progress and achievement
- g. Providing school website as a medium to communicate assignments due, offer insight on in-class learning.

- h. Online software is used to communicate grades to parents.
- i. Phone blasts are used to communicate updates and school events.

Budget and Resource Alignment

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

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

CFE and other funds will be allocated to support the purchase of additional instructional materials for day and afterschool activities in specified subject areas. In addition, with funding from our Title 1 Highly Qualified allocation, teachers will be programmed for professional development by onsite teacher leaders and specialists from our network to enhance projects/tasks linked to the selected CCSS standards

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all students will be exposed to the "world of work", via class presentations of research projects, career discovery events, visits to local organizations, community service, and workshops.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The common purpose of actively engaging our students through college and career opportunities is to mold the whole child. Clubs and Career/Youth Development Programs are designed and facilitated by educators to provide positive enrichment adjunct to the learning process, exposing all students to the "world of work". The focus of the college/career readiness is to prepare our students to be assets in a competitive global market. These programs provide guidance as they embark on the quest of completing high school, college, and careers. Clubs and Career/Youth development programs are structured sessions in our school's academic program. Students meet for clubs and college career ready sessions where educators or assigned student leaders facilitate the agenda of each session working towards an end product and next steps.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Activities will have a multidisciplinary approach. Evidence of Common Core Learning Standards will be evident in activities. Fostering student leadership opportunities incorporating community service enrichment activities. Creating a sense of belonging; Meeting people with similar interest; Furthering the process of appropriate socialization; Developing community awareness through partnerships beyond the school; Providing a platform for students with disabilities to have genuine opportunities to participate in all school activities; Engage in activities that build college and career readiness. Exploring different careers that exist within specific field focus. Identified careers will be explored and all students will create a pathway to college. Students will create goals aligned to being career ready; write resume, and research colleges of interest, plan site visits to colleges, and build collaborative partnerships with community groups and local business organization. Activities will be developed that are aligned to the core principles of the Common Core Learning Standards. Students will participate in rigorous discussion sessions on topical issues, critically analyzing the fundamentals of college and careers as it connects with society, incorporation of opportunities to unwrap complex articles as it relates to "the world of work".

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

1. Facilitator-teachers and other school staff; student leads, Administrative Support Group, Parent Coordinator; Parent Teachers Association; Family Assistant), Club/Team Leader/Chairperson; local, national and international colleges, local businesses/organizations.

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

1. Youth Development Programs provide work/onsite job opportunities for ALL students. The selection process opens at the beginning of each semester, which empowers student individual career and job interest. Students apply to postings published on youth development and participate in an interview process for role/job assignments. Student work schedules created and "employee evaluations" completed each work cycle. Students will showcase work products/projects at School-wide

Fairs. Artifacts will be collected and student work celebrated throughout the school year. All clubs/career focus groups are responsible for engaging members in at least two major community service activities annually. Using CCLS aligned rubrics to evaluate work products and projects.

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

1. September 2013 – June 2014

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

1. All students in grades 6-8 will participate in activities such as College Tours, Corporate and Local Business Industry Visitation. Clubs and Society scheduled once weekly. Students completing assigned CCLS aligned student tasks; group activities; student work showcases; Talent Shows and Exhibitions.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Insuring access to materials and resources in school and at home for parents to support their children's learning and monitor progress promoting increased communication of expectations for students' progress and achievement. Administration and staff will continue to open communication with parents and guardians. The families will be provided with flyers and handouts weekly via email, US mail, school's website updates, and students. PTA meetings and SLT meetings will be used to analyze and strategize projects to impact parental engagement and involvement. Open school nights and planned events will showcase students' college and career work products. Parent lead presentations and workshops.

Budget and Resource Alignment

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

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

Fiscal resources will be used to implement a Career Speakers series, purchase reference library materials for research on careers of interest to students, and fund trips to local businesses.

Further, per session and per diem payments will be made for day and afterschool technology training and career mentoring sessions hosted by selected staff members. In addition, the school will be programmed to insure that all students are afforded opportunities to engage in career development activities, via special assemblies or Open House events

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all teachers will be trained to implement Positive Behavior Intervention Support (PBIS) a prevention model designed to create and sustain positive school climate. Effectiveness will be demonstrated by improved student- to student and adult-to- student engagement, evidenced by 50% reduction in classroom removals/suspensions and incidents resulting in higher levels of instructional outcomes.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

OORS data revealed that in October and November there was a total of 17 student removals/suspensions. In addition, formal and informal observations, needs assessments and conferences indicated that levels of student engagement needed to be improved school-wide. As a result, of the high levels of disruptions across classrooms there has been a decreased in instruction time to impact student learning. Administrative time has been used for managing student behavior which results in loss of time to conduct organizational responsibilities. With the implementations of the PBIS program there can be an enhancement of the school environment as it relates to overall performance and operation.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Provide in service training for all school staff.
2. Selection of PBIS supports coach of consultant to provide additional support and resources to staff throughout the process.

3. Development of teacher teams to work collaboratively to analyze student data and share best practices.
4. Creating structured incentive procedures for intervention and prevention program to foster behavior among all students.
5. Increase instructional time by utilizing preventive measures of deescalating disruptions which will result in lower incident levels.
B. Key personnel and other resources used to implement each strategy/activity
1. Administration, teachers, Data Specialist, Safety Liaison and other school staff; student leads, Administrative Support Group, Parent Coordinator; Parent Teachers Association; Family Assistant)
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Once all school staff members are trained Data Specialist, Safety Liaison teachers and administration will chart disruptions in classrooms. In addition student removals/suspensions will be analyzed to compare incident levels.
D. Timeline for implementation and completion including start and end dates
1. By January 17, 2014 at least 50% of teachers will be trained to implement the PBIS program in their classrooms.
2. By March 17, 2014 all teachers will be trained to implement the PBIS program in their classrooms
3. By June 2014, student engagement will be improved as evidenced by fewer classroom incidents and student removals/suspensions
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Monetary resources will be utilized to fund substitute teachers and per session activities for PBIS training purposes
2. Administration will schedule professional development for all staff members.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Ensuring access to materials and resources in school and at home for parents to support their children's learning and monitor progress promoting increased communication of expectations for students' progress and achievement. Administration and staff will continue to open communication with parents and guardians. The families will be provided with flyers and handouts via email, US mail, school's website updates, and back packed. PTA meetings and SLT meetings will be used to implement projects to impact parental engagement and involvement. Open school nights and planned events will showcase data on classroom disruptions and student removals/suspensions. Staff led presentations and workshops to highlight positive behavior incentives.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
NYSTL CFE Highly Qualified allocation will fund professional development by onsite teacher leaders and specialists from our Network. Funding will also be used to support PBIS program and an expansion of student center resources, to offer students added opportunities for student incentives. CFE and other funds will be allocated to support the purchase of instructional materials for day and afterschool materials. In addition, with funding from our Title 1 Highly Qualified allocation, teachers will be programmed for professional development by onsite teacher leaders and specialists from our network. Further, all teachers will have access to day or afterschool professional development activities on selected days and will use PBIS resources, ARIS, EngageNY, and CCSS library to aid in strengthening practice.										

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>ELA</p>	<p>Show films, filmstrips, or videotapes; oral and written reports on readings; scaffolding essay writing techniques using graphic organizers (4-square) and pre-writing activities; write impromptu essays; read novels, plays, essays; respond orally to questions; Audio-visual material; student-led whole group discussions; complete individual written assignments or worksheets in class; selection and use of individualized reading materials; write in styles that encourage their emotional and imaginative development; citing textual evidence in writing; supporting arguments using facts and logics; use of computer/online resources-Castle Learning and Acuity; ongoing conferencing using CCSS aligned rubrics as self- assessment tool; CCSS aligned workbooks. examining texts aligned to the CCSS, responding to readings by citing textual evidence that most strongly supports an analysis of what the text says explicitly, drawing inferences from the text, composing essays in which the topic is introduced and developed with relevant facts, definitions, concrete details, quotations, or other information and examples, identifying an author's purpose and utilizing various nonfiction texts. Intervention strategies also include</p>	<ul style="list-style-type: none"> • Baseline data collection • Direct observation • Curriculum-based assessment • Progress Monitoring • scaffolding strategies • Cooperative groups, • peer tutoring and small group tutoring 	<p>Intervention activities are done via day push-in and pull-out programs and an afterschool literacy program. In addition, Saturday Academy has a component where targeted students are grouped and intervention is done. Lunch period tutoring provided to targeted students.</p>

	practice in responding to multiple choice items based on complex texts and revising writing to attain proficiency.		
Mathematics	<p>AIS is designed to enhance students' readiness for the New York State Math Assessment and introduce them to the Common Core Standards in math. Students get to review topics they have learned in math classes and analyze questions that help them find out what they know about math ideas, skills, and problem solving.</p> <p>Some activities consist of multiple choice questions, short writing problems, and extended writing problems. Students are asked to solve a problem, show their work, explain what steps they took and state why they think a particular answer is correct. They use a variety of software programs to reinforce numeracy skills. Represent problem structures in multiple ways; Performing calculations with speed and accuracy; Raising questions and formulating conjecture; multiple approaches to problem solving; examples connecting math to real world; use of manipulative; use of computer/online resources-Castle Learning and Acuity; CCSS aligned workbooks.</p>	<ul style="list-style-type: none"> • Baseline data collection • Direct observation • Curriculum-based assessment • Progress Monitoring • scaffolding strategies • Cooperative groups, • peer tutoring and small group tutoring 	Intervention activities are done via day push-in and pull-out programs and an afterschool literacy program. In addition, Saturday Academy has a component where targeted students are grouped and intervention is done. Lunch period tutoring provided to targeted students.
Science	Students who score poorly on unit tests and/or projects are identified for services. They participate in hands-on investigations, observations, and cooperative learning groups to stimulate interest in science related careers. They are tested on their lab skills and general understanding of science. Extended response questions are used to assess writing proficiency and ascertain their	<ul style="list-style-type: none"> • Baseline data collection • Direct observation • Curriculum-based assessment • Progress Monitoring • scaffolding strategies • Cooperative groups, • peer tutoring and small group tutoring . 	Students receive services via day and afterschool intervention programs. . In addition, Saturday Academy has a component where target students are grouped and intervention is done on a smaller scale

	ability to apply their knowledge of science. Students also work on science vocabulary terms and complete research projects. Scientific hands-on experiments; citing text/scientific details to support responses; use of audio-visuals aides; project based learning; small group activities; scientific calculations using speed and accuracy; constructing 3-D models;		
Social Studies	Students who are not proficient on unit tests and projects are identified for services. Projects are developed in coordination with students' social studies teacher and the technology specialist. Students explore content deeply, as they pursue topics of interest and engage in inquiry through completion of projects. Citing textual evidence in writing; supporting arguments using facts, historical facts, and logics; scanning techniques; reading informational text; Show films, filmstrips, or videotapes; give oral reports; written reports on readings; constructing models; debates; student led discussions and debates; graphic organizers to scaffold writing.	<ul style="list-style-type: none"> • Baseline data collection • Direct observation • Curriculum-based assessment • Progress Monitoring • scaffolding strategies • Cooperative groups, • peer tutoring and small group tutoring . 	Students receive services via day and afterschool intervention programs. . In addition, Saturday Academy has a component where target students are grouped and intervention is done on a smaller scale
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Problem solving techniques; oral and written self- analysis and reflections; service learning projects; long and short term goal settings; Girls Talk and Gentlemen's Club; social and empowerment activities; delayed gratification techniques; use of self-calming techniques; peers counseling and mediations	All students have access to a counselor as needed. One to one and group counseling is offered. In addition, the guidance counselor coordinates an advisory program as part of day school intervention activities for students.	Students receive services via day and afterschool as necessary.

**Title I Information Page (TIP)
For Schools 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.
The school attracts highly qualified staff. Through postings on the school's portal, distribution of a school brochure, recommendations by teachers on staff and participation in employment fairs, we have been able to staff our school with pedagogues in all areas of need.

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"> ○ Administration will continue to attend hiring fairs to identify and recruit highly qualified teachers as needed ○ Administrator will collaborate with the Network's Staffing Specialist to gain support in hiring highly qualified teachers to fill vacancies when necessary ○ Staff will continue to receive on site professional development support from administrator, 3 instructional Leads, Network Instructional Specialists and peers ○ Administration will continue to develop teachers' instructional practice by utilizing a research based framework for performance evaluations
Professional development will be provided in areas identified by needs assessment of the entire school and the performance of students in relation to CCSS, Danielson's Framework and student achievement standards.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Budget funding is allocated through coordination with school and CFN supports. The School Leadership Team collaborates on decisions that will provide adequate support services for our families. Allocations are made to support Students in Temporary housing through Title 1 initiatives. Needs assessments are conducted to help determine areas of immediate support in an effort to prioritize programs and create agendas to meet service requirements of all our families. Ongoing parent workshops are develop in areas of violence prevention, housing programs etc which are conducted during flexible daytime and evening hours. PTA facilitates workshop sessions and parents can access the services of the Parent Coordinator, administration, parent support groups and school counselor. Additional information is sent to parents through booklets, pamphlets, magazines, handouts, telephone conferences, and telephone voicemail or text updates

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The School Improvement Team consists of both administration and teacher leads from core subjects who engage in discussions/workshop sessions creating annual assessment calendar. The Curriculum Team (teachers and administration) meets weekly to unpack resources, develop and strengthen curricula utilizing updated school/student data. During Profession

Learning Community meetings, teachers engage in activities with agendas focusing on developing assessment for instruction and share best practices and instructional strategies to strengthen current practices. Teachers collaborate on subject and grade levels to design instructional assessments based on Units of Study, progress report and HSST data. All assessments are aligned to the Common Core Learning Standards and rubrics are used for scoring student work.

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 MS 353 will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 17	Borough Brooklyn	School Number 353
School Name Elijah Stroud Middle School		

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

Principal Tricia Delauney	Assistant Principal Osmond Miller
Coach Annette McDonald	Coach type here
ESL Teacher Olga Ushitskaya	Guidance Counselor David Smith
Teacher/Subject Area Annette McDonald/ELA	Parent Marcia Williams
Teacher/Subject Area Stephanie Vazquez	Parent Coordinator Onisha Brown
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	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	265	Total number of ELLs	14	ELLs as share of total student population (%)	5.28%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							3	1	2					6
Pull-out							6	6	6					18
Total	0	0	0	0	0	0	9	7	8	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	7	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	7	0	1	7	0	3	0	0	0	14
Total	7	0	1	7	0	3	0	0	0	14

Number of ELLs who have an alternate placement paraprofessional: 4

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
Spanish														0
Urdu														0
Haitian														0
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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							5	3						8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian								1	2					3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							3							3
TOTAL	0	0	0	0	0	0	8	4	2	0	0	0	0	14

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)							3	4	1					8

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							2							2
Advanced (A)							3		1				0	4
Total	0	0	0	0	0	0	8	4	2	0	0	0	0	14

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

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Students are assessed utilizing the Reading-Level Indicator and then a deeper analysis is conducted utilizing the DRA. These assessments inform instruction by providing accurate information on the students independent reading level as well as the instructional reading level. In addition, the ESL instructor uses the DRA to understand students ability Rhyming, alliteration, phonemic awareness Letter naming, word-list reading, spelling, decoding, analogies, structural analysis, and syllabication. Also students' reading fluency, as well as contextual reading, vocabulary, comprehension, and reading engagement skills are also measured in the test. The results of these assessments provides data for the ESL teacher to determine the priorities in her instructional practice. Based on the assessment results the ESL instructor provides leveled corresponding to the DRA levels.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data results from the students who are assessed by the LAB-R show students below level with a need of 360 hours or more of ESL services. NYSESLAT results reveal students with 1 to 3 years of ESL services show progress in listening and speaking, while reading and writing skills are still emerging. These students are assigned individualized work on their reading level. Additionally, students are provided at-home and school practice to acquire grade appropriate reading and writing skills. Students receiving ESL services from 4 to 6 years often achieve proficiency in listening and speaking, while reading and writing skills are approaching proficiency standards.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The 2013 NYSESLAT combined sets analysis has not been released by SED as of 12/11/2013.
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).The pattrns across proficiencies and grade levels reveal that 7/8 grade 6 students, 4/4 grade 7 students are beginners. While one grade six and one grade eight student are on the intermediate level. In comparison to the native language speakers, ELL students faired similar to native language speakers in terms of scale scores ranging from 189-289 on the 2013 NYS Common Core ELA assessment. Based on the 2013 NYS Common Core data, all of our ELL students performed comparably to their native language peers.
 - b).Teachers meet weekly to review students' progress and plan instruction. Specifically, the ESL teacher and content area teachers meet regularly to ensure curriculum alignment. The administration provides for common planning sessions to insure that:1). teachers provide students with opportunities to be involved in purposeful conversations. All language modalities are incorporated into the lesson - for example group discussions, journals etc 2). There is ongoing collaboration between content area and ESL teachers to create a learning community knowledgeable about the linguistic needs of ELL students; 3). The instructional lead works closely with teachers to support rigorous instruction/
 - c).Periodic assessments in all academic disciplines are used to develop curriculum and differentiate instruction. Students receive additional support in their native language from a Spanish-speaking teachers (in the classroom and after-school) and other staff members. . ESL library includes bilingual books and dictionaries that students can used for classroom and at-home practice.
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?
Instruction in different disciplines is differentiated depending on students' proficiency in their native language. For students with strong reading skills in their native language, we offer a variety of instructional materials, especially in math and science classes. Students with pure literacy skills receive oral instructional support in their native language.
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 the entire program is measured by the NYSESLAT and State ELA scores. NYSESLAT results, state tests scores, and school assessments are used to evaluate the effectiveness of the ESL program. In the school year 2012-2013, most of our ESL students showed improvement on the NYSESLAT. Out of eight ESL students enrolled in our school, one student attained the proficiency level and exited the ESL program; one student improve done level up (from beginner to the intermediate level); two students demonstrated significant progress within the same proficiency range in listening/speaking and reading/writing modalities; four students reached proficiency level or made significant progress in speaking/listening. Some of our students are approaching proficeincy in mastering the NYS Common Core standards on the state ELA and Math assessments; an in some case, our ELL students are attaining higher scores than their English-speaking classmates.

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](#).)
Upon enrollment, students are identified by the Home Language Identification Survey (HLIS), which includes an interview of the parent(s) and student by our ESL certified teacher and the Principal. This is done to provide an initial determination of the child's home language. This process is formalized by a Home Language Identification Survey (HLIS) that parents complete to indicate what language the child speaks at home. The ESL teacher conducts an informal interview in English, and if necessary in the child's native language, with translation being done by a staff member or with assistance from the Translation Unit. Once the HLIS is collected from the parents and the ESL teacher or interviewer determines another language is spoken at home, the child is administered the Language Assessment Battery Revised (LAB-R) to establish the child's English proficiency level. Students who score below proficiency on the LAB-R are deemed eligible for state mandated services for ELLs. Spanish-speaking students who score below the proficiency level on the English LAB-R are administered the Spanish LAB-R solely to determine native language proficiency. The administration of the LAB-R takes place within 10 days of the student's initial registration in the school. Within 10 days of registration parents are also informed of the date to attend a parent orientation.
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.
Within 10 days of registration parents are informed of the date to attend a parent orientation session. The orientation session is presented by the ESL teacher and the Parent Coordinator. At the orientation parents learn about the program choices offered to eligible students (Transitional Bilingual Education: TBE; Freestanding ESL, and/or Dual Language). The ELL Parent Information Case (EPIC) tool kit is used to help parents understand the process, choices and programs offered to their students. A brochure is given to parents at the orientation and they listen and watch a DVD showing programs offered. All materials are available in the nine major languages in our system. Any parent needing another language for this orientation process will be given a translator from the school or Translation Unit, to ensure complete understanding of the programs and choices. After viewing the DVD parents are given a Parent Survey and Program Selection form to choose the program they want their child to participate in. Parents fill out the forms on site, or if time is needed, they are asked to return the forms within one week (either with their child or through the US postal service). Parents are notified if the forms are not returned within the time frame given.
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 [\[see tool kit\]](#).)
Our school honors parent choice and follows the mandates for providing a parent orientation. We serve our ELL families by monitoring whether or not we are meeting parents' needs as indicated on Parent Survey and Program Selection Form. If a newly

arrived student scores below proficiency level on LAB-R, we send parents a note to invite them to an orientation session. At the orientation meeting the Entitlement letter, which is conducted within 10 days of admission, Parent Survey and Program Selection form are given to a parent. Parents fill out the forms on site and return them to the Principal. If parents need extra time to complete the forms, they are asked to return the forms within one week. Parents are notified if the forms are not returned within the time frame given. At our school, we familiarize parents of newly enrolled ELLs with information on the different ELL programs. In accordance with the state regulations, we place a newly arrived child in the language support program within 10 days and make a placement decision within 10 days. The placement decision is based on parent's choice.

Parent Survey and Program Selection Forms are stored in the binder in the main office and is accessible to our administration, Parent Coordinator and teaching staff. Information about our school's ELLs is collected using the Bilingual Education Student Information Survey (BESIS) which is entered into the ATS system. Our Parent Coordinator and school staff provide accurate BESIS information by comparing ATS reports with Home Language Surveys, LAB-R, and other documents containing information on our ELLs.

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.

If a newly arrived student Scores below proficiency on the LAB-R we give the parent the Entitlement Letter, Parent Survey and Program Selection Form, and Placement Letter. Based on parent's response to the Parent Survey and Program selection Form, the child is placed in the language instructional program. In the entitlement letter we specify that the child's enrollment is for the current school year and continued enrollment will depend on his/her performance on the NYSESLAT.

To honor parent choice and educate parents about various language instructional programs, we keep the line of communication open. For our newly arrived students we arrange a mandatory orientation session in which we explain the difference between the freestanding ESL program, bilingual program, and transitional bilingual program. The orientation meeting is arranged within 10 days of admission. In the meeting, parents watch a video in their native language available at the DOE website, discuss the options with the ESL teacher, and complete a Parent Choice form. Our translators and bilingual staff members participate in the meeting to facilitate the conversation and translate the pertinent information into parents' native language. Our bilingual staff members are instrumental in arranging the orientation meeting and maintaining follow-up communications with parents.

We maintain communication with parents of the students who have been enrolled in our ESL program for a few years. In the beginning of the school year parents get the continued entitlement letter and confirm their choice of the program by signing the letter. Our bilingual staff members make follow - up calls and provide insight into how our ESL program operates.

Parent Survey, Program Selection Forms, Entitlement and Continued Entitlement letters restored in the binder in the main office and are accessible to all staff members serving our ELL populations. Our ESL teachers keeps copies of Entitlement/Continued Entitlement letters in the binder.

Information in the ELPC screen in ATS is recorded within 20 schools days of enrollment and includes the date of LAB-R administration, whether the parent was provided with information about ELL programs, parent's choice of the program, and program placement.

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.

As mandated by New York State, all ELL students are administered the New York State English as a Second Language Achievement Test (NYSESLAT) yearly, to evaluate English proficiency and determine continued eligibility in the program. All teachers proctoring and scoring the NYSESLAT have an orientation session and read the NYSESLAT administration manual. ELL students are informed about the NYSESLAT a few days before the test. The ESL teacher explains to the students that test is designed to show their progress in speaking, listening, reading, and writing areas. Parents are also be informed in writing of the dates of testing and the purpose of the test.

The school follows the NYSESLAT administration procedures to ensure that for components of the test (speaking, listening, reading, and writing) are administered. All subtests are administered in a classroom cleared of all instructional materials; desks, shelves, and bulletin boards are cleared of books, maps, charts, and student work.

The Speaking subtest is administered to each student individually. The Listening, reading, and Writing tests are group administered. The school follows the deadlines for each subtest.

School administration arranges a make-up test date to all students who are absent when the test is initially given. We follow the deadlines for the make-up tests. Last year, all ELL students were tested in four modalities. The test administration team follows the scoring procedures. Once scores have been entered on the machine-scannable answer sheets, we submit them to the scanning

centers by designated date.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The school developed procedures to monitor trends in parent choice. For our newly arrived students we arrange a mandatory orientation session in which we explain the difference between the freestanding ESL program, bilingual program, and transitional bilingual program. Parents watch a video available at the DOE website, discuss the options with the ESL teacher, and complete a Parent Choice form. To ELL students/families who have been in the public school system for a few years, we send the continued entitlement letter in the beginning of the school year to remind them the students will stay in our ESL program for the current school year. In this letter we encourage parents to come to school and discuss and questions and concerns they may have.

In the school year 2013-2014, we do not have newly arrived ELL students. All our ELL students have been in the freestanding ESL program for a number of years. 8 ELL students transitioned from elementary school, where they were in the free-standing ESL program. One student came from a different state where he was enrolled in the freestanding ESL program. Parents confirmed their choice of language support program by signing the letter we sent them in the beginning of the school year. Our ESL teacher contacted the ESL parents in the beginning of the school year to clarify how the free-standing ESL is organized and how the ESL services supports ELA and Math curriculum and instruction.

5 students have been enrolled in our free-standing ELS program for 1 or 2 years. Parents confirmed their choice of the language support program by signing the continued entitlement letter sent to them in the beginning of the school year. In addition to that, our ESL teacher had a phone conversation with each parents to provide a detailed explanation of how the freestanding ESL program works.

Over the past several years, parents have consistently selected the freestanding ESL program that we offer. When speaking with us regarding their choice of the language support program, parents have opted to enroll their children in the freestanding ESL program. Thus, the program is aligned with the parent requests.

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])?

ELL students participate in a free standing English as a Second Language (ESL) pull-out program with services provided by a licensed ESL teacher. All students receive rigorous instruction in English Language skills as well as in the content areas of mathematics, social studies and science as mandated by the CR Part 154 and the Language Allocation Policy. Instruction is aligned with ESL and Native Language Arts (NLA) standards, core curriculum, and CCLS. It is also data driven and customized to meet the needs of all ELLs. The workshop model of instruction is used to deliver high quality, differentiated instruction for our ELLs. The ESL Program also utilizes technology such as ESL software, CD's with pre-recorded text, web-sites for ESL students, computer quizzes and graphic organizers. Students build a foundation of academic language which is enhanced by constant exposure to both new and familiar vocabulary.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The organization of the staff ensures that the mandated instructional minutes are met because the ESL instructor's sole purpose is to service the ELL students with only 14 students in the ESL program there is enough time to support the students in a push in/pull out model. Students are placed in small flexible groups for targeted instruction based on LAB-R and NYSESLAT results. They are grouped according to proficiency levels as follows: Beginner (11 students); Intermediate (3 students); Beginner and intermediate students receive 360 minutes of ESL instruction per week. Instruction is exclusively given in English and is differentiated based on ability and interests. However, students with the same native language are grouped together daily to support each other in small-group instructional contexts.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction is delivered in English through the use of ESL methodology. Teachers integrate modeling, bridging, and contextualization techniques to scaffold instruction for ELL students. Explicit vocabulary instruction supports language acquisition. Graphic organizers and visuals are used as a tool to develop students' writing skills. To accelerate academic achievement we target language development across the grades and content areas, with great emphasis on active engagement via interactive experiences. Teachers meet weekly to review students' progress and plan instruction. Specifically, the ESL teacher and content area teachers meet regularly to ensure curriculum alignment. The administration provides for common planning sessions to insure that: 1) Teachers provide students with opportunities to be involved in purposeful conversations; 2). All language modalities are incorporated into the lesson - for example group discussions, journals etc.; 3). There is ongoing collaboration between content area and ESL teachers to create a learning community knowledgeable about the linguistic needs of ELL students; 4).The literacy coach works closely with teachers to support rigorous instruction.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

All ELL students, regardless of proficiency levels, are required to take all content area citywide and state exams. Students for whom native language translations are available can take content area exams in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In order to monitor the progress of ELL students throughout the course of the school year, the ESL and classroom teachers use informal assessments in reading, listening, speaking and writing. The ESL teacher collaborates with the ELL child's classroom teacher regarding the student's progress, curriculum, available ESL materials, testing concerns and ESL methodology. Through shared rubrics, teacher observations, anecdotal reports, checklists and teacher-made tests, the ESL teacher receives valuable feedback from other teachers regarding the child's progress, both academically and socially within the mainstream class
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.

- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. To support students with Interrupted Formal Education (SIFE), MS 353 will administer a variety of tests in order to accurately determine students' strengths and areas of challenge. This will guide instruction and the delivery of Academic Intervention Services (AIS). We will provide small group instruction that focuses on language acquisition, sight words, and vocabulary development to help students become beginning readers. They will use simple computer programs to develop listening comprehension and basic reading skills. They will also receive additional services in language acquisition via tutoring in our extended day and after-school program. Counseling services will be an integral part of this skills building program.

b. Newcomers, students with less than three years in the US, constitute a small portion of our classes at MS 353. When a new student is registered, we provide an informal student orientation, and a buddy system that will assist the student during the day. Newcomers receive intensive instruction in basic language skills such as pronunciation, phonics, phonemic awareness and vocabulary development. The students are in the classroom with their English-speaking peers and conversation is encouraged between all students to enhance English language acquisition. Additionally they receive differentiated instruction from the ESL teacher and classroom teachers who have been given professional development in best practices for ELLS.

c. The students receiving ESL services from 4 to 6 years perform well in listening and speaking, while reading and writing represent a challenge. Thus they are assigned individualized supplemental work so they can have additional at-home practice to accelerate their progress. Further, based on data from the NYSESLAT and comparison of previous year levels on the test, we focus on areas of weakness and service these students in our after school program to enhance language acquisition. To build their reading fluency, they read books on their proficiency level and use the library books to read at home. To enhance their writing skills, the ESL teacher models the writing process and uses graphic organizers to assist students in sequencing and organizing their writing projects.

d. Our plan for long term ELL students will include targeting higher order thinking skills such as inference and analytical skills. In addition, our long term ELL students will read specially designed ESL books and the development of the four language skills - listening, speaking, reading, and writing - will be emphasized. Long term ELL students will also attend the After-school Enrichment Program which focuses on reading comprehension, shared reading, writing activities, as well as mathematics. Through day, extended day and after school academic intervention programs, long term ELL students will participate in a broad range of activities that promote literacy and mathematic skills

e. Since all students are expected to meet all performance standards and benchmarks, our instructional program offers all students, including our special needs students, day, extended day and after-school instruction in literacy and math each week. Teachers in science and social studies differentiate learning for these ELLs by using visuals and manipulatives to illustrate concepts, and graphic organizers are used to sequence steps and increase students' ability to recall information. ELLs with special needs have guided instruction that match the students' IEPs, along with differentiated instruction planned collaboratively with the ESL teacher and the Special Education staff. Collaboration between all providers is the focus of our plan to enrich instruction and assist students in the classroom..

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?

To maximize language development we offer our ELLs students a large selection of resources, including materials such as classroom libraries, Side by Side, Shining Star and Getting Ready for the NYSESLAT. Oral communication skills are developed through the use of Read-Alouds and Shared Reading experiences, and technology is used to enrich the curriculum across the content areas. Classroom teachers differentiate instruction to engage students in the reading and writing process. Thus a language and print rich environment provides support for cognitive language acquisition. The curriculum includes stories about families, life in a new country, as well as adjustments to new surroundings. Further, it is sensitive to the ethnicity, culture and customs of each student.

Our ELL-SWDs receive all services mandated on their IEPs. Our school provides various opportunities for students with special needs: we have one self-contained class on each grade level, as well as opportunity to learn in the least restrictive environment. SWDs who learn in our mainstream classrooms receive additional academic and behavioral services mandated on their IEPs. This school year, we have ELL/SWDs in our mainstream and self-contained classrooms. In addition ESL, get speech services and counseling in accordance with their IEPs. ESL services are also provided in accordance with students' NYSESLAT scores. We do not have SWDs whose IEPs recommend bilingual instruction. In self-contained classrooms, paraprofessionals assist students in assessing and following the teacher's direction.

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?

All ELL /SWD are enrolled in our pull-out ESL program and receive mandated ELL services. The ESL teacher monitors the academic progress and language development of those students. The classroom teacher and the ESL teacher determine if the child should receive additional AIS services. Further, the after-school tutorial program is also employed as a support for children with IEPs.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

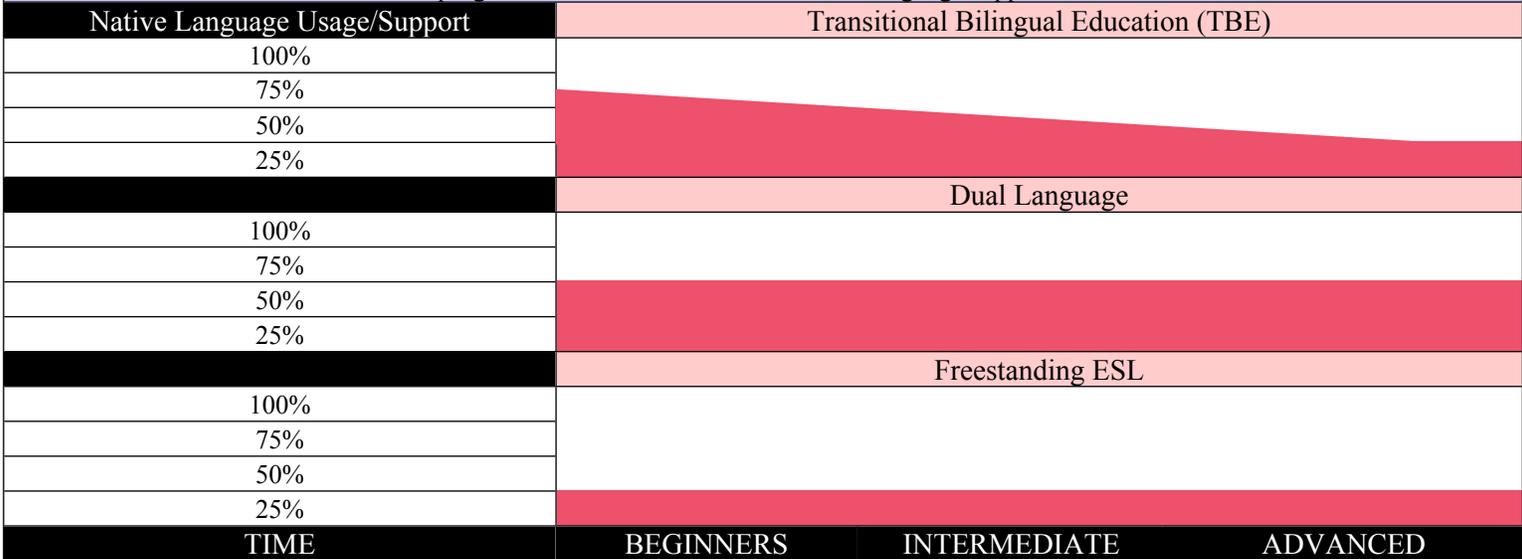
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

For the current school year, we offer a sequence of intervention services that are designed to meet the needs of our students. Our ESL teacher and content area teachers provide additional intervention services for targeted students. All content area teachers (including ELA, MATH, and science teachers) participate in the AIS program. The AIS program has push-in and pull-out components. All content area teachers provide AIS services three times a week. In addition to the AIS program, ELL students are enrolled in the extended day and after-school programs to get extra support in math, language instruction, and other content areas. All intervention programs are designed for small groups of students.

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

The current program is adequately effective. NYSESLAT results, state tests scores, and school assessments to evaluate the effectiveness of the ESL program. Our ESL program meets the content development by ensuring that the ESL teacher meets frequently with other content area teachers to insure alignment and mastery of the Common Core learning standards. Language benchmarks are created and every six-eight week cycle students' oral skills are assessed to determine progress. In addition students who are Native Spanish speakers 8/14 ELL students are able to participate weekly in a Spanish club.

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

For the 2013-2014 school year, we redesigned the AIS program (see question 9); added Spanish as a foreign language and Spanish club). Our ESL students benefit from getting additional instructional support. There will be greater focus on differentiation of activities to match the proficiency levels of ELL students. In addition, the common core standards will be infused into instructional tasks and two new technology software programs (Reading Assistant and Expert Space) will be used to enrich reading and writing skills by providing multiple opportunities for independent practice in all core disciplines. Further, each ELL student will have access to a desktop computer that supports guided as well as independent work in reading, writing, listening and speaking.

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

For the school year 2013-2014, no service or programs for ELLs will be discontinued.

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

Students are offered ESL content area instruction aligned with NYC and NYS Common Core Learning standards in ELA, math, science and social studies. Besides receiving the mandated ESL services, students receive 90 minutes of ELA instruction daily. In addition, our instructional program offers all students, including ELLs, grade and age appropriate day, extended day and after-school intervention services in literacy and math each week. Their program also includes electives such as art, drama, technology and advisory. The ESL students participate in the extended day and after-school and Saturday programs where they get additional instructional support in ELA and Math. The instructional purposes of those programs, the instructional materials and strategies are aligned with the CCSS. For the extended day and after-school programs, the school provides small group instructional model that makes it possible to work with each student on a personal basis. Parents of all our students, including the ELLs, receive a letter in which the extended day, after-school, and Saturday programs are described. In the letter, school administration encourages ESL students to participate in all extracurricular instructional programs offered at school. After that, our Parent Coordinator contacts ELL parents to ensure that they benefit from our extracurricular instructional program. All our ESL students participate in our newly designed AIS program, which is designed to provide additional support in ELA and Math. This year, most of our classroom teachers provide AIS services 3 instructional periods every week. The push-in/ pull-out and small group instructional model is used for the AIS program. Our teachers use daily common planning sessions to design a coherent interdisciplinary instructional program that include different disciplines and programs, such as ESL, AIS, extended day and Saturday programs.

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

To maximize language development we offer our ELLs students a large selection of resources, including materials such as classroom libraries, texts such as Side by Side and Shining Star and Getting Ready for the NYSESLAT. Oral communication skills are developed through the use of read-alouds and shared reading experiences, and technology is used to enrich the curriculum across the content areas. Classroom teachers differentiate instruction to engage students in the reading and writing process. Thus, a language and print rich environment provides support for cognitive language acquisition. The curriculum includes stories about families, life in a new country, as well as adjustments to new surroundings. Further, it is sensitive to the ethnicity,

culture and customs of each student.

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

The ESL teacher collaborates with bilingual teachers to determine when support is needed in content areas. Native language support is frequently provided by our ELA and social studies teachers in the mainstream classroom. Content area teachers provide written instructions and guidelines in students' native language to foster comprehension, academic and language development. In addition, ELL students use bilingual dictionaries and glossaries in all content areas.

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

To maximize language development we offer our ELLs students a large selection of resources, including materials such as classroom libraries, texts such as Side by Side, Shining Star and Getting Ready for the NYSESLAT. Oral communication skills are developed through the use of read-alouds and shared reading experiences, and technology is used to enrich the curriculum across the content areas. Classroom teachers differentiate instruction to engage students in the reading and writing process. Thus a language and print rich environment provides support for cognitive language acquisition. The curriculum includes stories about families, life in a new country, as well as adjustments to new surroundings. Further, it is sensitive to the ethnicity, culture and customs of each student. The ESL services correspond to our students' age and grade levels. The ESL curriculum for our intermediate and advanced students is developed in collaboration with our ELA and Social Studies teachers. The ESL teacher uses reading selections and writing assignments similar to those used in the ELA class; the ESL also provides additional reading and writing assignments that are on the same grade and difficulty level. For our beginner students, we use reading materials on the students' reading level and help our beginners develop strong reading and writing strategies.

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.

Students in transition from elementary to intermediate school participate in an orientation session before entering MS 353. Parents are invited to become acquainted with various programs and translation service is provided as applicable. Students receive information about the academic and enrichment opportunities available to them. They get a tour of the building and meet the staff who will be working with them. Students who are transitioning into high school meet with the guidance counselor who assists them in reviewing the high school directory and completing the application process.

18. What language electives are offered to ELLs?

Spanish (foreign language instruction); Spanish clubs. All Spanish-speaking students are members of the Spanish club. They benefit from the additional language instruction provided in their native language.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1; 2; 4: All staff members, including administrators, the Guidance Counselor, Secretary, Family Assistant, Parent Coordinator and general and special education teachers are provided with professional development relevant to the needs of our ELLs. Professional development workshops are provided by school staff and the School Support Organization to expand teachers' repertoire in scaffolding instruction for ELL students. Teachers are also encouraged to attend professional development offerings through the Office of English Language Learners and Regional Bilingual Education Resource Network (RBERN).

Our tentative Professional Development calendar for the 2013-2014 school year includes:

September 2013: Looking at ELL Data;

October 2013: Engaging All Learners in Instruction;

November 2013: Questioning and Discussion Techniques

December 2013: Selecting Appropriate Vocabulary for Word Study

January 2014: The Language of the ELA

February 2014: The Language of MATH

March 2014: Getting Ready for NYSESLAT

April 2014: What the Data Says...

May 2014: Looking Forward: Planning for September

This includes the 7.5 hours of ESL training provided by the Learning Support Organization and the (RBERN). Workshops include: Scaffolding Strategies for ELLs, Analysis and Interpretation of Data, and Understanding the NYSESLAT and the Implications for Instruction. Teachers keep records in their binders.

3. The school provides services that help all our students, including ELLs, to transition from middle to high school. We have a comprehensive advisory program for seven-graders in which all our students, including ELLs, explore career opportunities. Our Guidance Counselor teachers advisory once a week. The school offers regular High School Articulation workshops conducted by our Guidance Counselor and teachers. Parents have an opportunity to familiarize themselves with various educational options, including specialized high schools and schools with comprehensive ESL and foreign language programs. We encourage parents to come to school and speak about school choices to assist in transitioning to high school. This year, we designed a High School Articulation workshop for ELL parents to assist them in the transition process.

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. To promote learning at home, all parents including the parents of ELL students are invited to participate in the PTA and all school-wide workshops. To support newly arrived families, the Parent Coordinator does outreach for parents to indicate the areas of need and schedules workshops in which they are invited to participate. In addition, they are encouraged to become involved in school celebrations and cultural events such as Culture Day, holiday concerts, curriculum fairs, award ceremonies and talent shows. They are also offered the opportunity to come to school on selected days to learn technology skills and view their children's performance data on ARIS. Four bilingual staff members provide translation services when needed. Bilingual staff members provide support in different languages, including Spanish and Haitian-Creole.

2. Our school established a partnership with New York Cares, a volunteer organization serving the NYC educational community. New York Cares helps us manage and enrich our field/trip program. Last year, volunteers participated in every trip and field day that school arranged for our students. When volunteers accompany join us, they provide translation services to our ELL students. Our parents are aware that New York Cares provides tutoring services to NYC school students. In addition, volunteers participate in NY Cares Day and come to us to plant flowers in the school yard, paint murals, and decorate hallways.

3. We use a variety of approaches to evaluate the needs of the parents. Among them are DOE school surveys and parent surveys conducted by school staff. We make every effort to ensure that parents complete the NYC School Survey to better understand our school's strengths and needs for growth. Parents are able to express their opinions on academic programming, school safety, and communication models. Our Parent Coordinator arranges workshops to help our parents complete the survey. In addition to the NYC School Survey, we use different forms and surveys to establish good communication with parents. Our Parent Coordinator created a parent survey to open a line of communication with parents. The Parent Coordinator asks a variety of pertinent questions: methods of communication, preferable time for school visits and workshops, and areas of desirable academic support. Parents fill out the survey and return to Parent Coordinator. Survey data are taken into account when designing our curricular and extracurricular programs.

To foster communication with parents, our school established an "open door" policy. We encourage parents to come to school at any time to offer assistance and discuss school-related questions.

ELL students report that they do not get much help at home as most parents do not read, write or speak English. To meet the language translation and interpretation needs of our students and their families, we utilize our bilingual school aides and teachers to facilitate parent conferences and telephone calls to families. We are able to send home notices in all applicable languages, including Spanish and Haitian-Creole. Our bilingual teachers and teaching assistants help to prepare our ELL students to meet assessments and accountability goals as set forth by DOE and NYSED.

4. Our family outreach program is designed to meet the needs of students and their families, including ELL families. Parental involvement activities in our school include regular PTA meetings and school workshops; meetings with our Parent Coordinator for newly arrived families; orientation meetings with our ESL teacher; numerous school celebrations and cultural events. ELL parents are part of our outreach program. When they need translation assistance, our bilingual teachers and teacher assistants provide translation support in different languages, including Spanish and Haitian-Creole. Our school designed a translation assistance program to serve the needs of our ELL population. We use DOE resources available in different languages and ensure that students take notices home to parents. By providing foreign language translators who will translate documents and notices in the language our parents speak and/or read we will empower them to help their children with homework, projects and other school activities. DOE translators and bilingual staff members will be called upon to translate documents into different languages when the need arises. We also use bilingual school staff members to provide written and oral interpretation services. Our oral interpretation team will communicate with parents and others about AIS, Learning Standards, Open School, After-school programs, holiday events, PTA and SLT meetings. Our translation assistance program is intended to

enhance parental involvement in school activities and promote improved student achievement.

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.

Part VI: LAP Assurances

School Name:

ELijah Stroud MS 353

School DBN: 17K353

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tricial Delauney	Principal		11/15/13
Osmond Miller	Assistant Principal		11/15/13
Onisha Brown	Parent Coordinator		11/15/13
Olga Ushitskaya	ESL Teacher		11/15/13
Nora Lopez	Parent		11/15/13
Annette McDonald/ELA	Teacher/Subject Area		11/15/13
Stephanie Vazquez/ELA	Teacher/Subject Area		11/15/13
	Coach		11/15/13
	Coach		1/1/01
David Smith	Guidance Counselor		11/15/13
Lisa Gigoux	Network Leader		11/15/13
	Other		1/1/01
	Other		11/1/01
	Other		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: 17K353 School Name: Elijah Stroud Middle School

Cluster: 6 Network: 605

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.

We use a variety approaches to evaluate the needs of the parents. Among them are DOE school surveys and parent surveys conducted by school administrators. We make every effort to ensure that parents complete the NYC School Survey to better understand our school's strengths and needs for growth. Parents are able to express their opinions on academic programming, school safety, and communication models. Our Parent Coordinator arranges workshops to help our parents complete the survey.

In our school, we use different forms and surveys to establish good communication with parents. Our Parent Coordinator created a parent survey to open a line of communication with parents. Parents Coordinator asks a variety of pertinent questions: methods of communication, preferable time for school visits and workshops, language of communication/translation needs, and areas of desirable academic support. Parents fill out the survey and return it to Parent Coordinator. Survey data are kept in the main office and taken into account when designing our academic programs and school events. To foster communication with parents, our school established an "open door" policy. We encourage parents to come to school at any time to offer assistance and discuss school-related questions.

To gather information on our students and identify their language needs, we use emergency cards. In the beginning of the school year all students complete the emergency cards, which include names and addresses of their parents/guardians, home and work phone numbers, and language spoken at home. Emergency cards are kept in the main office; they are accessible to all staff members. In addition to the emergency cards, our teachers keep index cards for the students they are serving.

We also use ATS records to analyze language needs of our parents.

In addition to the procedures designed for the entire school populations, we follow the procedures to identify our ELL students and provide necessary language support their families may need. To support newly arrived families, the Parent Coordinator conducts outreach workshops

for parents to indicate the areas of need. Upon enrollment, ELL students are identified by the Home Language Identification Survey (HLIS), which includes an interview of the parent(s) and student by our ESL certified teacher and the Principal. This is done to provide an initial determination of the child's home language. This process is formalized by a Home Language Identification Survey (HLIS) that parents complete to indicate what language the child speaks at home. The ESL teacher conducts an informal interview in English, and if necessary in the child's native language, with translation being done by a staff member or with assistance from the Translation Unit.

Our analysis of parents language needs is based on a variety of sources, including school surveys, emergency cards, ATS records, and HLIS.

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.

Out of the 14 students currently enrolled in our ELL program, 8 students speak Spanish at home; 1 student comes from a Bengali family; 2 students speak Fulani; 3 students speak Haitian –Creole. Analysis of language needs of our ELL population has been emphasized in our school community.

Parent of 3 Spanish-speaking students cannot communicate in English; all written and oral communications are maintained in Spanish. This family has been with us for two years and expressed satisfaction with our academic and extracurricular programs. Five parents in the Spanish subgroup have some conversational and written English skills. Our staff members provide written and oral translation services to serve the entire Spanish-speaking subgroup. Letters that we send home are translated into Spanish to reach out to Spanish-speaking families. This school year, we use assistance of two Spanish-speaking teachers and one bilingual school aid to services our Spanish-speaking families. They help us in various ways by translating our letters and brochures into Spanish, and providing translation services for our parent-teacher conferences, IEP meetings, and school workshops.

Creole-speaking subgroup includes three families. All parents/guardians in this subgroup have conversational and written English skills. Written correspondence in this subgroup is provided in English. However, for parent-teacher conferences and school workshops we provide translation services. Our bilingual Creole-speaking staff members, a teacher and a paraprofessional, provide oral translation services for this subgroup.

Two Fulani-speakers and one Bengali-speaking member of our ELL community prefer English as their language of communication.

The language needs of our bilingual families have been scrutinized in our school community. Our administration carefully plans for parent-teacher conferences, meetings, IEP conferences, and workshops to meet the needs of ELL parents. All bilingual staff members (administrators, teachers, and paraprofessionals) participate in all our school events to serve ELL families.

Part B: Strategies and Activities

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

The DOE has provided us with translated documents in a number of languages. On-line documents will be downloaded and printed for distribution. We will make every effort to ensure that students take notices home to parents as well as have the parent coordinator contact parents. We expect that by providing foreign language translators who will translate documents and notices in the language our parents speak and/or read. DOE vendors and selected school staff will be called upon written translation services.

By conducting a thorough language needs analysis of ELL parents, we established procedures to ensure efficient provision of translated documents to parents. When planning major academic and extracurricular events for our school, administration provides different ways to notify our families of upcoming events, such as tests, after-school and Saturday programs, tutoring services, school-wide tests, parent-teacher conferences, and workshops. We send notices and letters to all parents to explain the importance of the events. For our ELL families, we provide written translations of important documents. This school year, we in-house staff members to provide translation services because language skills of our staff members fully match language needs of our ELL families. Based on the analysis of parent language needs, our bilingual staff members provide translation of important documents for our Spanish-speaking families.

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.

We will use bilingual school staff to meet our needs for oral interpretation services. Our oral interpretation team will communicate with parents and others about AIS, Learning Standards, Open School, After-school programs, holiday events, PTA and SLT meetings. Our bilingual staff members provide oral translation in Spanish and Haitioan Creole. This will enhance parental involvement in school activities and promote improved student achievement.

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>.

To serve our ELL families, we use pertinent documents translated by the DOE into 3 different languages - Spanish, Haitian-Creole, and Bengali. These parents are provided with translated information regarding their children's health; safety; legal or disciplinary matters; entitlement to public education or placement in any Special Education or ELL academic program.

As described in our Language Allocation Policy, we have bilingual staff members who serve as interpreters for our ELL families and provide language assistance in Spanish and Haitian-Creole.

We follow the DOE procedures for ensuring that ELL parents are provided have access to program services critical to their child's education. A directory of translation services providers will be maintained and shared with parents of ELLs and the entire school community. Further, we will make document A-663 available to all parents and staff members. In addition, posters advertising interpretation and translation services will be downloaded from the DOE site and placed on hallway walls to notify parents of these services.

We conduct workshops for parents to provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

Our staff members receive training on the language access requirements contained in this regulation and on resources available to support these requirements