



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** P.S./M.S. 394  
**DBN (i.e. 01M001):** 17K394  
**Principal:** GUENDALINA SHAW-PIETERS  
**Principal Email:** [GSHAWPIETERS@SCHOOLS.NYC.GOV](mailto:GSHAWPIETERS@SCHOOLS.NYC.GOV)  
**Superintendent:** BUFFIE SIMMONS  
**Network Leader:** QADIR DIXON

### 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 |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------|
| Guendalina Shaw-Pieters | *Principal or Designee                                                                                                         |           |
| Afiya Callender         | *UFT Chapter Leader or Designee                                                                                                |           |
| Sophia Julien           | *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                                                                                              |           |
| Ivette Haggins          | Member/ Parent                                                                                                                 |           |
| Brenda Green            | Member/ Parent                                                                                                                 |           |
| Malik Matthew           | Member/ Parent                                                                                                                 |           |
| Sylvia Mofford          | Member/ Parent                                                                                                                 |           |
| Sophine Watson          | Member/ Teacher                                                                                                                |           |
| Camille Pyle            | Member/ Teacher                                                                                                                |           |
| Zenobia Fypher          | Member/ Teacher                                                                                                                |           |
|                         | 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

|  |                                                                                                  |
|--|--------------------------------------------------------------------------------------------------|
|  | <b>School Leadership Team Signature Page</b>                                                     |
|  | <b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>             |
|  | ▪ Annual Goal                                                                                    |
|  | ▪ 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)                           |
|  | <b>Academic Intervention Services (AIS)</b>                                                      |
|  | <b>Title I Plan (Only for schools receiving Title I funding)</b>                                 |
|  | <b>Parent Involvement Policy (PIP)</b>                                                           |

## **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, out of the 49 (32.7%) of students who received a level one on the NYS ELA 2013 exam in grades 3-5, 15 (30.6%) of these students will increase their ELA score by at least one performance level on the NYS ELA 2014 exam given in April.

### **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.

After conducting an analysis of student performance on state assessments, it was determined that the majority of students did not show an increase in performance on the NYS ELA exam. As a result, we have developed a plan to increase the performance level of our current students who scored a Performance Level 1 in Grades 3 through 5.

### **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. Professional development will be systematically implemented on an ongoing basis in conjunction with our CFN, DOE, Hofstra University, and paid consultants on the following topics:
  1. CCLS
  2. Implementation of the Ready Gen program
  3. Analysis of student data with a special focus on SWDs, ELLs, Black Males
  4. Assessing student work with a special focus on SWDs, ELLs, Black Males
  5. Best practices for ELLs series provided by the CFN
  6. Inquiry team meetings provided by the CFN
  7. Assessing student understanding while teaching
  8. Balanced Literacy
  9. Tuning Protocols
  10. Analyzing the Advance evaluation system
2. Our weekly schedule was created to provide colleague to colleague support through the teacher classroom push in model. The student-to-teacher

ratio at times becomes 2-to-30 instead of 1-to-30 thus enabling smaller group instruction to take place.

3. In grades three to five all teachers have been given two common prep periods per week in order to support instructional shifts in ELA and enhance pedagogy among teachers
4. We have created a three-day per week Early Intervention Services program which focuses on small group instruction in literacy and mathematics.
5. RTI's focus is primarily on literacy and reading in grades K-five. The RTI team has bi-weekly meetings to assess and implement strategies for students struggling in the content area of literacy. During our bi-weekly team meetings we analyze student work, student behavior and plan research based strategies to support student learning in the classroom.
6. A Saturday Academy was created to provide Academic Intervention Support for students of Grades Three through Five who scored at Levels One or Two on the 2013 New York State ELA and/or Mathematics Assessment.
7. A School-wide 'Prime Time Learning' ELA and Math Intervention Program was created for students of Grades Six through Eight who scored at Levels One or Two on the 2013 New York State ELA and/or Mathematics Assessment .

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

1. CFN 410 Network Specialists, DOE Personnel, Hofstra University Specialists, Paid consultants, Principal, Assistant Principals, Mathematics Coach and Data Specialist
2. All teachers of Grades three through five in ELA
3. Administrators, Teachers of Grades 3 to 5, Mathematics Coach and Data Specialist, ELA Coach, SETTS Teachers, ESL Teachers, Cluster Teachers, IEP Teachers
4. Administrators and all teachers
5. Administrators, Members of the RTI Team: School Psychologist, Guidance Counselors, SETTS Teacher, Librarian, ESL Teacher, IEP Teachers, Speech Teachers, Mathematics Coach and Data Specialist.
6. Principal, Teachers, Parent Learning Leaders,
7. Assistant Principals

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

1. (a) Administrators will conduct frequent and ongoing classroom observations with immediate feedback to teachers  
(b) Administrators and teachers will use Data and Item Skills Analyses generated from ELA benchmark and Baseline Assessments in order to

evaluate progress

(c) Administrators and teachers will analyze student work to evaluate the impact of the Strategies identified in Section A -1 above on student learning

(d) School-wide progress monitoring tools will be specifically developed for our student population

2. (a) Administrators will conduct frequent and ongoing classroom observations with immediate feedback to teachers

(b) Administrators and teachers will analyze and compare student work over 6-week cycles to determine the effectiveness of the teacher-classroom push-in model

3. (a) Teachers of Grades three to five will create, revisit and submit artifacts from their Common Planning Sessions to the Administrative Staff

(b) Teachers of Grades Three to Five will analyze student work on 6-week cycles to determine the effectiveness of strategies discussed and implemented during the Common Planning Sessions

(c) Administrators will, through frequent and ongoing classroom observations, provide teachers with feedback on the implementation of strategies and other areas of focus, identified during the Common Planning Sessions

4. (a) EIS Providers will compare marking period grades for their student population and measure growth using EIS Assessment-generated data

(b) EIS Providers will analyze data and item skills analyses generated from Baseline and Benchmark Assessments in order to evaluate student performance and to create strategies which will yield student progress

(b) EIS Providers will monitor EIS Attendance for their student population and will continuously liaise with Homeroom teachers and parents to improve punctuality

5. Bi-weekly meetings with the RTI team to identify, analyze data, discuss, and provide intervention strategies for struggling students

6. Teachers will conduct a baseline and periodic assessments during the Saturday Academy in order to evaluate student progress. Teachers will analyze the precision and quality of student work every four weeks to measure the effectiveness and impact of the program on student learning. Student areas of weakness will be targeted for further instruction.

7. Teachers will conduct a baseline and periodic assessments during the weekly Prime Time Learning Program (6,7, 8 grades) in order to evaluate student progress. Teachers will analyze the precision and quality of student work every four weeks to measure the effectiveness and impact of the program on student learning. Student areas of weakness will be targeted for further instruction.

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

Strategy 1 – September 2013 through June 2014: Monthly

Strategy 2 – October 2013 through June 2014: Weekly

Strategy 3 – October 2013 through June 2014: Weekly

Strategy 4 – October 2013 through June 2014: Weekly

Strategy 5 – September 2013 through June 2014: Weekly

Strategy 6 – January 2014 through June 2014: Weekly

Strategy 7 – January 2014 through June 2014: Twice per week

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

Strategy 1 – Professional Development resources include online webinars provided by the DOE, NYSED and SchoolNet. Literacy curriculum workshops provided by Pearson Publishing, Hofstra University and paid consultants.

Strategy 2 – Intervention Strategies, planning tools such as curriculum maps and lesson plan templates, data analysis spreadsheets to aid in effectively grouping students, online resources related to identified classroom activities.

Strategy 3 – Online resources from the curriculum material, instructional related webinars, planning tools and materials such as curriculum maps and lesson plan templates. Colleague to colleague informational sessions on the use of the Smart board during instruction as well as, use of the computer lab to access the online components of the curriculum.

Strategy 4 – School wide use of the Ready Intervention Materials in ELA and Mathematics.

Strategy 5 – Resources include the use of the following programs: Headsprout, Fountas and Pinnell, Word Generation, Study Island, Word Wisely, EIS, Slossan, Wilson, Foundations and Degrees of Reading Power (DRP). The following activities and strategies will also be incorporated: Guided Reading, Independent Reading, Read Aloud, Higher order thinking questions, Turn and Talk strategies, and Small Group Instruction Strategies

Strategy 6 – Word Generation and Study Island Programs

Strategy 7 - Word Generation and Study Island Programs

**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).

1. Provide frequent and ongoing Parent Workshops in ELA highlighting strategies which can be used at home to reinforce understanding of the strategies taught in school.
2. Provide frequent and ongoing Parent Workshops on topics including Assessment Expectations, Community Support Services, Use of Online Resources, Common Core Learning Standards, ARIS, SchoolNet and other resources.
3. Conduct formal and informal Parent-Teacher Conferences throughout the year.

4. Frequent and ongoing Parent Progress Reports and Letters of Initial Referral are shared with parents.
5. Foster an effective Parent-Teacher Association with access to a Parent Resource Center located on the school site.
6. Provide written and verbal progress reports, separate from PTC Reports, that will be periodically distributed to inform parents of their child's progress.
7. Continuously share assessment-based student data with parents through the use of ARIS Parent Link and SchoolNet.
8. Create and distribute Monthly Parent Calendars to families of all students and the school community informing families of all school and community related activities.
9. Enlist the assistance of parents in ELA classroom Activities scheduled by teachers and parent coordinator.
10. Creating home-school partnerships to ensure that parents can effectively support and monitor their child's progress and provide materials and training to help parents work with children to improve their achievement level in ELA.
11. Share information about school and parent-related programs, meetings and other activities, in a format and in languages accessible to all parents.
12. Utilizing the school's Learning Leaders in order to strengthen the home-school partnership.

**Budget and Resource Alignment**

|                                                                                                       |                 |  |                 |  |                  |  |                  |  |                  |               |
|-------------------------------------------------------------------------------------------------------|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. |                 |  |                 |  |                  |  |                  |  |                  |               |
| <b>x</b>                                                                                              | <b>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Set Aside</b> | <b>Grants</b> |
| List any additional fund sources your school is using to support the instructional goal below.        |                 |  |                 |  |                  |  |                  |  |                  |               |
|                                                                                                       |                 |  |                 |  |                  |  |                  |  |                  |               |

**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, out of 49 (34.03%) of the students who received a level one on the NYS ELA 2013 exam in grades 6 and 7, at least 20 (40.8%) of these students will increase their ELA score by at least one performance level on the NYS 2014 exam given in April. |

**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.                                                                                                       |
| After conducting an analysis of student performance on state assessments, it was determined that the majority of students did not show an increase in performance on the NYS ELA exam. As a result, we have developed a plan to increase the performance level of our current students who scored a Performance Level 1 in Grades 6 and 7. |

**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. |
| <b>1. Strategies/activities that encompass the needs of identified subgroups</b>                                                                                                                                                                                                                                                                   |
| <ol style="list-style-type: none"> <li>1. CCLS</li> <li>2. Implementation of the Expeditionary Learning program</li> <li>3. Analysis of student data with a special focus on SWDs, ELLs, Black Males</li> </ol>                                                                                                                                    |

4. Assessing student work with a special focus on SWDs, ELLs, Black Males
5. Best practices for ELLs series provided by the CFN
6. Inquiry team meetings provided by the CFN
7. Assessing student understanding while teaching
8. Balanced Literacy
9. Tuning Protocols
10. Analyzing the Advance evaluation system

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

3. CFN 410 Network Specialists, DOE Personnel, Hofstra University Specialists, Paid consultants, Principal, Assistant Principals, Mathematics Coach and Data Specialist
4. All push-in teachers of Grades six and seven in ELA
5. Administrators, Teachers of Grades 6 to 8, Mathematics Coach and Data Specialist, ELA Coach, SETTS Teachers, ESL Teachers, Cluster Teachers, IEP Teachers
6. Administrators and all teachers
7. Administrators, Members of the RTI Team: School Psychologist, Guidance Counselors, SETTS Teacher, Librarian, ESL Teacher, IEP Teachers, Speech Teachers, Mathematics Coach and Data Specialist.
8. Principal, Teachers, Parent Learning Leaders,
9. Assistant Principals

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

1. (a) Administrators will conduct frequent and ongoing classroom observations with immediate feedback to teachers
- (b) Administrators and teachers will use Data and Item Skills Analyses generated from ELA benchmark and Baseline Assessments in order to evaluate progress
- (c) Administrators and teachers will analyze student work to evaluate the impact of the Strategies identified in Section A -1 above on student

learning

(d) School-wide progress monitoring tools will be specifically developed for our student population

2. (a) Administrators will conduct frequent and ongoing classroom observations with immediate feedback to teachers  
(b) Administrators and teachers will analyze and compare student work over 6-week cycles to determine the effectiveness of the teacher-classroom push-in model
3. (a) Teachers of Grades six to eight will create, revisit and submit artifacts from their Common Planning Sessions to the Administrative Staff  
(b) Teachers of Grades six to eight will analyze student work on 6-week cycles to determine the effectiveness of strategies discussed and implemented during the Common Planning Sessions  
(c) Administrators will, through frequent and ongoing classroom observations, provide teachers with feedback on the implementation of strategies and other areas of focus, identified during the Common Planning Sessions
4. (a) EIS Providers will compare marking period grades for their student population and measure growth using EIS Assessment-generated data  
(b) EIS Providers will analyze data and item skills analyses generated from Baseline and Benchmark Assessments in order to evaluate student performance and to create strategies which will yield student progress  
(b) EIS Providers will monitor EIS Attendance for their student population and will continuously liaise with Homeroom teachers and parents to improve punctuality
5. Bi-weekly meetings with the RTI team to identify, analyze data, discuss, and provide intervention strategies for struggling students
6. Teachers will conduct a baseline and periodic assessments during the Saturday Academy in order to evaluate student progress. Teachers will analyze the precision and quality of student work every four weeks to measure the effectiveness and impact of the program on student learning. Student areas of weakness will be targeted for further instruction.
7. Teachers will conduct a baseline and periodic assessments during the weekly Prime Time Learning Program (6, 7, 8 grades) in order to evaluate student progress. Teachers will analyze the precision and quality of student work every four weeks to measure the effectiveness and impact of the program on student learning. Student areas of weakness will be targeted for further instruction.

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

Strategy 1 – September 2013 through June 2014: Monthly

Strategy 2 – October 2013 through June 2014: Weekly

Strategy 3 – October 2013 through June 2014: Weekly

Strategy 4 – October 2013 through June 2014: Weekly

Strategy 5 – September 2013 through June 2014: Weekly

Strategy 6 – January 2014 through June 2014: Weekly

Strategy 7 – January 2014 through June 2014: Twice per week

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

Strategy 1 – Professional Development resources include online webinars provided by the DOE, NYSED and SchoolNet. Literacy curriculum workshops provided by Pearson Publishing, Hofstra University and paid consultants.

Strategy 2 – Intervention Strategies, planning tools such as curriculum maps and lesson plan templates, data analysis spreadsheets to aid in effectively grouping students, online resources related to identified classroom activities.

Strategy 3 – Online resources from the curriculum material, instructional related webinars, planning tools and materials such as curriculum maps and lesson plan templates. Colleague to colleague informational sessions on the use of the smartboard during instruction as well as, use of the computer lab to access the online components of the curriculum.

Strategy 4 – School wide use of the Ready Intervention Materials in ELA and Mathematics.

Strategy 5 – Resources include the use of the following programs: Headsprout, Fountas and Pinnell, Word Generation, Study Island, Word Wisely, EIS, Slossan, Wilson, Foundations and Degrees of Reading Power (DRP). The following activities and strategies will also be incorporated: Guided Reading, Independent Reading, Read Aloud, Higher order thinking questions, Turn and Talk strategies, and Small Group Instruction Strategies

Strategy 6 – Word Generation and Study Island Programs

Strategy 7 - Word Generation and Study Island Programs

***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).

1. Provide frequent and ongoing Parent Workshops in ELA highlighting strategies which can be used at home to reinforce understanding of the strategies taught in school.
2. Provide frequent and ongoing Parent Workshops on topics including Assessment Expectations, Community Support Services, Use of Online Resources, Common Core Learning Standards, ARIS, SchoolNet and other resources.
3. Conduct formal and informal Parent-Teacher Conferences throughout the year.
4. Frequent and ongoing Parent Progress Reports and Letters of Initial Referral are shared with parents.
5. Foster an effective Parent-Teacher Association with access to a Parent Resource Center located on the school site.
6. Provide written and verbal progress reports, separate from PTC Reports, which will be periodically distributed to inform parents of their child's

progress.

7. Continuously share assessment-based student data with parents through the use of ARIS Parent Link and SchoolNet.
8. Create and distribute Monthly Parent Calendars to families of all students and the school community informing families of all school and community related activities.
9. Enlist the assistance of parents in ELA classroom Activities scheduled by teachers and parent coordinator.
10. Creating home-school partnerships to ensure that parents can effectively support and monitor their child's progress and provide materials and training to help parents work with children to improve their achievement level in ELA.
11. Share information about school and parent-related programs, meetings and other activities, in a format and in languages accessible to all parents.
12. Utilizing the school's Learning Leaders in order to strengthen the home-school partnership.

**Budget and Resource Alignment**

|                                                                                                       |                 |  |                 |  |                  |  |                  |  |                  |  |               |
|-------------------------------------------------------------------------------------------------------|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. |                 |  |                 |  |                  |  |                  |  |                  |  |               |
| <b>x</b>                                                                                              | <b>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Set Aside</b> |  | <b>Grants</b> |
| List any additional fund sources your school is using to support the instructional goal below.        |                 |  |                 |  |                  |  |                  |  |                  |  |               |
|                                                                                                       |                 |  |                 |  |                  |  |                  |  |                  |  |               |

**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, out of the 71 (47%) students who received a level one on the New York State Math 2013 exam in grades three through five at least 24 (33.8%) of these students will increase their math score by at least one performance level on the New York State Math exam given in April. |

**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.                                                                                                                   |
| After conducting an analysis of student performance on state assessments, it was determined that the majority of students did not show an increase in performance on the NYS Math exam. As a result, we have developed a plan to increase the performance level of our current students who scored a Performance Level 1 in Grades three through five. |

**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. |
| <b>1. Strategies/activities that encompass the needs of identified subgroups</b>                                                                                                                                                                                                                                                                   |
| 1. CCLS                                                                                                                                                                                                                                                                                                                                            |
| 2. Implementation of the Go Math program                                                                                                                                                                                                                                                                                                           |
| 3. Analysis of student data with a special focus on SWDs, ELLs, Black Males                                                                                                                                                                                                                                                                        |
| 4. Assessing student work with a special focus on SWDs, ELLs, Black Males                                                                                                                                                                                                                                                                          |

5. Best practices for ELLs series provided by the CFN
6. Inquiry team meetings provided by the CFN
7. Assessing student understanding while teaching
8. Balanced Mathematics
9. Tuning Protocols
10. Analyzing the Advance evaluation system

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

1. CFN 410 Network Specialists, DOE Personnel, Hofstra University Specialists, Paid consultants, Principal, Assistant Principals, Mathematics Coach and Data Specialist
2. All teachers of Grades three through five in Mathematics
3. Administrators, Teachers of Grades three to five, Mathematics Coach and Data Specialist, ELA Coach, SETTS Teachers, ESL Teachers, Cluster Teachers, IEP Teachers
4. Administrators and all teachers
5. Administrators, Members of the RTI Team: School Psychologist, Guidance Counselors, SETTS Teacher, Librarian, ESL Teacher, IEP Teachers, Speech Teachers, Mathematics Coach and Data Specialist.
6. Principal, Teachers, Parent Learning Leaders,
7. Assistant Principals

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

1. (a) Administrators will conduct frequent and ongoing classroom observations with immediate feedback to teachers
- (b) Administrators and teachers will use Data and Item Skills Analyses generated from mathematics Benchmark and Baseline Assessments in order to evaluate progress
- (c) Administrators and teachers will analyze student work to evaluate the impact of the Strategies identified in Section A -1 above on student learning
- (d) School-wide progress monitoring tools will be specifically developed for our student population

2. (a) Administrators will conduct frequent and ongoing classroom observations with immediate feedback to teachers
  - (b) Administrators and teachers will analyze and compare student work over 6-week cycles to determine the effectiveness of the teacher-classroom push-in model
3. (a) Teachers of Grades three to five will create, revisit and submit artifacts from their Common Planning Sessions to the Administrative Staff
  - (b) Teachers of Grades three to five will analyze student work on 6-week cycles to determine the effectiveness of strategies discussed and implemented during the Common Planning Sessions
  - (c) Administrators will, through frequent and ongoing classroom observations, provide teachers with feedback on the implementation of strategies and other areas of focus, identified during the Common Planning Sessions
4. (a) EIS Providers will compare marking period grades for their student population and measure growth using EIS Assessment-generated data
  - (b) EIS Providers will analyze data and item skills analyses generated from Baseline and Benchmark Assessments in order to evaluate student performance and to create strategies which will yield student progress
  - (b) EIS Providers will monitor EIS Attendance for their student population and will continuously liaise with Homeroom teachers and parents to improve punctuality
5. Bi-weekly meetings with the RTI team to identify, analyze data, discuss, and provide intervention strategies for struggling students
6. Teachers will conduct a baseline and periodic assessments during the Saturday Academy in order to evaluate student progress. Teachers will analyze the precision and quality of student work every four weeks to measure the effectiveness and impact of the program on student learning. Student areas of weakness will be targeted for further instruction.
7. Teachers will conduct a baseline and periodic assessments during the weekly Prime Time Learning Program (6,7, 8 grades) in order to evaluate student progress. Teachers will analyze the precision and quality of student work every four weeks to measure the effectiveness and impact of the program on student learning. Student areas of weakness will be targeted for further instruction.

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

Strategy 1 – September 2013 through June 2014: Monthly

Strategy 2 – October 2013 through June 2014: Weekly

Strategy 3 – October 2013 through June 2014: Weekly

Strategy 4 – October 2013 through June 2014: Weekly

Strategy 5 – September 2013 through June 2014: Weekly

Strategy 6 – January 2014 through June 2014: Weekly

Strategy 7 – January 2014 through June 2014: Twice per week

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

Strategy 1 – Professional Development resources include online webinars provided by the DOE, NYSED and SchoolNet. Mathematics curriculum workshops provided by Pearson Publishing, Houghton Mifflin Harcourt, Hofstra University and paid consultants.

Strategy 2 – Intervention Strategies, planning tools such as curriculum maps and lesson plan templates, data analysis spreadsheets to aid in effectively grouping students, online resources related to identified classroom activities.

Strategy 3 – Online resources from the curriculum material, instructional related webinars, planning tools and materials such as curriculum maps and lesson plan templates. Colleague to colleague informational sessions on the use of the Smartboard during instruction as well as, use of the computer lab to access the online components of the curriculum.

Strategy 4 – School wide use of the Ready Intervention Materials in Mathematics.

Strategy 5 – Resources include the use of the following programs: Study Island, ThinkCentral and Math Dashboard (online resources) and EIS. The following activities and strategies will also be incorporated: Higher order thinking questions, Turn and Talk strategies, and Small Group Instruction Strategies.

Strategy 6 – Study Island Programs

Strategy 7 - Study Island Programs

***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).

1. Provide frequent and ongoing Parent Workshops in Mathematics highlighting strategies which can be used at home to reinforce understanding of the strategies taught in school.
2. Provide frequent and ongoing Parent Workshops on topics including Assessment Expectations, Community Support Services, Use of Online Resources, Common Core Learning Standards, ARIS, SchoolNet and other resources.
3. Conduct formal and informal Parent-Teacher Conferences throughout the year.
4. Frequent and ongoing Parent Progress Reports and Letters of Initial Referral are shared with parents.
5. Foster an effective Parent-Teacher Association with access to a Parent Resource Center located on the school site.
6. Provide written and verbal progress reports, separate from PTC Reports, which will be periodically distributed to inform parents of their child's progress.
7. Continuously share assessment-based student data with parents through the use of ARIS Parent Link and SchoolNet.
8. Create and distribute Monthly Parent Calendars to families of all students and the school community informing families of all school and community

related activities.

9. Enlist the assistance of parents in Mathematics classroom Activities scheduled by teachers and parent coordinator.
10. Creating home-school partnerships to ensure that parents can effectively support and monitor their child's progress and provide materials and training to help parents work with children to improve their achievement level in Mathematics.
11. Share information about school and parent-related programs, meetings and other activities, in a format and in languages accessible to all parents.
12. Utilizing the school's Learning Leaders in order to strengthen the home-school partnership.

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

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

| <b>x</b> | <b>Tax Levy</b> | <b>Title IA</b> | <b>Title IIA</b> | <b>Title III</b> | <b>Set Aside</b> | <b>Grants</b> |
|----------|-----------------|-----------------|------------------|------------------|------------------|---------------|
|----------|-----------------|-----------------|------------------|------------------|------------------|---------------|

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

#### **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, out of the 85 (58.2%) students who received a level one on the New York State Math 2013 exam in grades six and seven at least 29 (34.1%) of these students will increase their math score by at least one performance level on the New York State Math exam given in April.

#### ***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.

After conducting an analysis of student performance on state assessments, it was determined that the majority of students did not show an increase in performance on the NYS Math exam. As a result, we have developed a plan to increase the performance level of our current students who scored a Performance Level 1 in Grades six and seven.

#### ***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.

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

1. CCLS
2. Implementation of the Connected Math Program 3
3. Analysis of student data with a special focus on SWDs, ELLs, Black Males
4. Assessing student work with a special focus on SWDs, ELLs, Black Males
5. Best practices for ELLs series provided by the CFN
6. Inquiry team meetings provided by the CFN

7. Assessing student understanding while teaching
8. Balanced Mathematics
9. Tuning Protocols
10. Analyzing the Advance evaluation system

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

1. CFN 410 Network Specialists, DOE Personnel, Hofstra University Specialists, Paid consultants, Principal, Assistant Principals, Mathematics Coach and Data Specialist
2. All push-in teachers of grades six and seven in Mathematics
3. Administrators, Teachers of Grades 6 and seven, Mathematics Coach and Data Specialist, ELA Coach, SETTS Teachers, ESL Teachers, Cluster Teachers, IEP Teachers
4. Administrators and all teachers
5. Administrators, Members of the RTI Team: School Psychologist, Guidance Counselors, SETTS Teacher, Librarian, ESL Teacher, IEP Teachers, Speech Teachers, Mathematics Coach and Data Specialist.
6. Principal, Teachers, Parent Learning Leaders,
7. Assistant Principals.

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

1. (a) Administrators will conduct frequent and ongoing classroom observations with immediate feedback to teachers
  - (b) Administrators and teachers will use Data and Item Skills Analyses generated from mathematics Benchmark and Baseline Assessments in order to evaluate progress
  - (c) Administrators and teachers will analyze student work to evaluate the impact of the Strategies identified in Section A -1 above on student learning
  - (d) School-wide progress monitoring tools will be specifically developed for our student population
2. (a) Administrators will conduct frequent and ongoing classroom observations with immediate feedback to teachers
  - (b) Administrators and teachers will analyze and compare student work over 6-week cycles to determine the effectiveness of the teacher-classroom

push-in model

3. (a) Teachers of Grades three to five will create, revisit and submit artifacts from their Common Planning Sessions to the Administrative Staff  
(b) Teachers of Grades three to five will analyze student work on 6-week cycles to determine the effectiveness of strategies discussed and implemented during the Common Planning Sessions  
(c) Administrators will, through frequent and ongoing classroom observations, provide teachers with feedback on the implementation of strategies and other areas of focus, identified during the Common Planning Sessions
4. (a) EIS Providers will compare marking period grades for their student population and measure growth using EIS Assessment-generated data  
(b) EIS Providers will analyze data and item skills analyses generated from Baseline and Benchmark Assessments in order to evaluate student performance and to create strategies which will yield student progress  
(b) EIS Providers will monitor EIS Attendance for their student population and will continuously liaise with Homeroom teachers and parents to improve punctuality
5. Bi-weekly meetings with the RTI team to identify, analyze data, discuss, and provide intervention strategies for struggling students
6. Teachers will conduct a baseline and periodic assessments during the Saturday Academy in order to evaluate student progress. Teachers will analyze the precision and quality of student work every four weeks to measure the effectiveness and impact of the program on student learning. Student areas of weakness will be targeted for further instruction.
7. Teachers will conduct a baseline and periodic assessments during the weekly Prime Time Learning Program (6,7, 8 grades) in order to evaluate student progress. Teachers will analyze the precision and quality of student work every four weeks to measure the effectiveness and impact of the program on student learning. Student areas of weakness will be targeted for further instruction.

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

Strategy 1 – September 2013 through June 2014: Monthly

Strategy 2 – October 2013 through June 2014: Weekly

Strategy 3 – October 2013 through June 2014: Weekly

Strategy 4 – October 2013 through June 2014: Weekly

Strategy 5 – September 2013 through June 2014: Weekly

Strategy 6 – January 2014 through June 2014: Weekly

Strategy 7 – January 2014 through June 2014: Twice per week

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

Strategy 1 – Professional Development resources include online webinars provided by the DOE, NYSED and SchoolNet. Mathematics curriculum workshops provided by Pearson Publishing, Houghton Mifflin Harcourt, Hofstra University and paid consultants.

Strategy 2 – Intervention Strategies, planning tools such as curriculum maps and lesson plan templates, data analysis spreadsheets to aid in effectively grouping students, online resources related to identified classroom activities.

Strategy 3 – Online resources from the curriculum material, instructional related webinars, planning tools and materials such as curriculum maps and lesson plan templates. Colleague to colleague informational sessions on the use of the SMARTboard during instruction as well as, use of the computer lab to access the online components of the curriculum.

Strategy 4 – School wide use of the Ready Intervention Materials in Mathematics.

Strategy 5 – Resources include the use of the following programs: Study Island, ThinkCentral and Math Dashboard (online resources) and EIS. The following activities and strategies will also be incorporated: Higher order thinking questions, Turn and Talk strategies, and Small Group Instruction Strategies.

Strategy 6 – Study Island Programs

Strategy 7 - Study Island Programs

**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).

1. Provide frequent and ongoing Parent Workshops in Mathematics highlighting strategies which can be used at home to reinforce understanding of the strategies taught in school.
2. Provide frequent and ongoing Parent Workshops on topics including Assessment Expectations, Community Support Services, Use of Online Resources, Common Core Learning Standards, ARIS, SchoolNet and other resources.
3. Conduct formal and informal Parent-Teacher Conferences throughout the year.
4. Frequent and ongoing Parent Progress Reports and Letters of Initial Referral are shared with parents.
5. Foster an effective Parent-Teacher Association with access to a Parent Resource Center located on the school site.
6. Provide written and verbal progress reports, separate from PTC Reports, which will be periodically distributed to inform parents of their child's progress.
7. Continuously share assessment-based student data with parents through the use of ARIS Parent Link and SchoolNet.
8. Create and distribute Monthly Parent Calendars to families of all students and the school community informing families of all school and community related activities.
9. Enlist the assistance of parents in Mathematics classroom Activities scheduled by teachers and parent coordinator.
10. Creating home-school partnerships to ensure that parents can effectively support and monitor their child's progress and provide materials and

training to help parents work with children to improve their achievement level in Mathematics.

11. Share information about school and parent-related programs, meetings and other activities, in a format and in languages accessible to all parents.
12. Utilizing the school's Learning Leaders in order to strengthen the home-school partnership.

### **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.

### **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, we will increase our attendance rate from 93.0% to at least 94.0%.

#### **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.

After conducting an analysis of our student attendance rates it was determined that our attendance rate decreased from 94.4% in 2011-12 to 93.0% in 2012-13. This was a decrease of 1.4%. Therefore, we will increase our student attendance rates by at least 1% in 2013-14.

#### **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.

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

6. Early Morning Automated Wake Up Program
7. Parent Meetings for chronically late and/or absent students
8. Parent Workshops for chronically late and/or absent students conducted by attendance teacher
9. Ongoing monitoring of attendance through DOE systems e.g. ATS by the CFN's Attendance teacher
10. An attendance report will be sent home for students whose attendance is below the 94.0% target
11. "Success Mentors", an attendance mentoring program conducted by the Attendance Committee which monitors the punctuality of chronically late students
12. Bi-weekly attendance meetings conducted by the Attendance committee

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

1. Parent Coordinator and DOE Early Morning Program Specialist.

2. Principal, Assistant Principals, Teachers, Attendance committee members and Parent Coordinator
3. Principal, Assistant Principals, Teachers, Parent Coordinator, Attendance Teacher and members of the Attendance Committee
4. Attendance Teacher
5. Principal, Assistant Principals, members of the Attendance Committee, Homeroom Teachers, Guidance Counselors and Attendance Teacher
6. Principal, Assistant Principals, Attendance Committee members: Guidance Counselors, Pupil Accounting Secretary, Attendance teacher, Cluster teacher and School Aides

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

6. (a) The Attendance committee will monitor the punctuality and attendance of students who are identified, and a part of, the DOE's Early Morning Wake Up Program.  
  
(b) The Attendance teacher and Attendance committee will analyze attendance data sourced from ATS to determine the effectiveness of the Early Morning Wake-up program. Monitoring will be conducted in six-week cycles
7. Administrators, Parent Coordinator, Attendance Committee members and parents will conduct frequent and ongoing meetings with parents of students who are chronically late and/absent.
8. Administrators, Parent Coordinator, Attendance Committee members and parents will conduct frequent and ongoing workshops with parents of students who are chronically late and/absent.
9. Administrators, Attendance teacher and Attendance Committee members use DOE source systems, such as ATS, to monitor student attendance
10. Administrators, Parent Coordinator and Attendance Committee members will use attendance data gathered from ATS to create attendance reports. This strategy will be used to frequently inform parents of students whose attendance is below 94% of positive or negative changes in their child's attendance rate.
11. Members of the Attendance committee will mentor students who are identified as chronically late or absent. They will compare attendance rates over six-week cycles to measure the impact of the mentoring program.

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

Strategy 1 – September 2013 through June 2014: Daily

Strategy 2 – September 2013 through June 2014: Weekly

Strategy 3 – September 2013 through June 2014: Monthly

Strategy 4 – September 2013 through June 2014: Daily

Strategy 5 – September 2013 through June 2014: Every six weeks

Strategy 6 – September 2013 through June 2014: Daily

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

Strategy 1 – DOE’s automated Early Morning Wake-up program.

Strategy 2 – Student Attendance Reports

Strategy 3 – Case Studies

Strategy 4 – Access to ATS

Strategy 5 – Student Attendance Report

Strategy 6 – Strategies for improving attendance and attendance reports

**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).

1. Provide frequent and ongoing Parent Workshops in highlighting strategies which can be used at home to reinforce the necessity of punctuality. Training for parents to use the ARIS parent link and SchoolNet parent related systems.
2. Conduct formal and informal Parent-Teacher Conferences throughout the year.
3. Frequent and ongoing Parent Attendance Reports are shared with parents.
4. Continuously share assessment-based student data with parents through the use of ARIS Parent Link and SchoolNet.
5. Creating home-school partnerships to ensure that parents can effectively support and monitor their child’s progress.
6. Share information about school and parent-related programs, meetings and other activities, in a format and in languages accessible to all parents.
7. Utilizing the school’s Learning Leaders in order to strengthen the home-school partnership.

**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. |          |          |           |           |           |        |
|                                                                                                |          |          |           |           |           |        |

### Academic Intervention Services (AIS)

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

***Description***

| <b>Type of Academic Intervention Service (AIS)</b>                                                          | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>                                                                                                                                                                                        | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>             |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>ELA</b>                                                                                                  | <ul style="list-style-type: none"> <li>• Foundations (Grades K and 1)</li> <li>• Wilson (Grades 2 to 4)</li> <li>• Word Wisely 3000 (Grades K-8)</li> <li>• Word Generation (Grades 6 -8)</li> <li>• Ready ELA (Grades 3-8)</li> <li>• Study Island (Grades 3 – 8).</li> </ul> | All are small group instruction.                                                     | Some services are provided during the school day, some before the school day begins and some on Saturdays. |
| <b>Mathematics</b>                                                                                          | <ul style="list-style-type: none"> <li>• Ready Math (Grades 3-8)</li> <li>• VMath (Grade 8)</li> <li>• Study Island (Grades 3-8)</li> <li>• Math Steps (Grades K-5)</li> <li>• New York Series Mathematics (Grades 6-8).</li> </ul>                                            | All are small group instruction.                                                     | Some services are provided during the school day, some before the school day begins and some on Saturdays. |
| <b>Science</b>                                                                                              | Study Island (Grade 8)                                                                                                                                                                                                                                                         | All are small group instruction.                                                     | Services are provided during the school day.                                                               |
| <b>Social Studies</b>                                                                                       | Study Island (Grades 3-8)                                                                                                                                                                                                                                                      | All are small group instruction.                                                     | Services are provided during the school day.                                                               |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | <ul style="list-style-type: none"> <li>• Individual counselling</li> <li>• Group counselling</li> <li>• Referral to outside agencies if warranted.</li> </ul>                                                                                                                  | Individual and small group.                                                          | Services are provided during the school day.                                                               |

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

13. All elements of the *All Title I Schools* section must be completed\*.

- 8. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 9. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>- 100% of our staff is fully licensed and permanently assigned</li> <li>- Staff is assigned in their area of certification when scheduling</li> <li>- Administrators will attend job fairs to recruit teachers who are available under the Teaching Fellows and Teachers of Tomorrow programs</li> <li>- Creation of colleague-to-colleague outreach program</li> <li>- Professional development will be systematically implemented on an ongoing basis in conjunction with our CFN, DOE, Hofstra University, and paid consultants</li> <li>- Administrators will seek grant opportunities in collaboration with SED/DOE</li> <li>- Promote the school in a positive light with assurance that there is need for great teachers and make the climate attractive and friendly with a thrust that we are all team builders</li> <li>- Administrators will share postings and advertisements for courses to enable staff to become and/or maintain highly qualified status</li> <li>- Principal and administrative staff will play a vital role in conferencing teachers as to the need to become Highly Qualified.</li> </ul> |

**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"> <li>• Principal will attend CFN and DOE provided professional development sessions to identify, understand, analyze and turnkey critical instructional areas to staff members in order for the establishment of a clear understanding of the citywide instructional expectations</li> <li>• Professional development for teachers and paraprofessionals will be systematically implemented on an ongoing basis in conjunction with our CFN, DOE, Hofstra University, and paid consultants on the following topics:             <ol style="list-style-type: none"> <li>1. CCLS</li> <li>2. Implementation of the Ready Gen and Expeditionary Learning programs</li> <li>3. Implementation of the Go Math and CMP3 programs</li> <li>4. Analysis of student data with a special focus on SWDs, ELLs, Black Males</li> <li>5. Assessing student work with a special focus on SWDs, ELLs, Black Males</li> <li>6. Best practices for ELLs series provided by the CFN</li> <li>7. Inquiry team meetings provided by the CFN</li> <li>8. Assessing student understanding while teaching</li> <li>9. Balanced Literacy</li> <li>10. Tuning Protocols</li> </ol> </li> </ul> |

## 11. Analyzing the Advance evaluation system

- The ESL teacher will attend The Best Practices for ELLs Series – Common Core for the Uncommon Learner with Dr. Andrea Honigsfeld, offered by CFN 410
- The Mathematics Coach and Data Specialist will attend the monthly Network-wide Inquiry Team Meetings with specific focus on Lesson Study
- The Parent Coordinator will attend monthly Parent Coordinator workshops offered by the CFN and the DOE
- Guidance Counselors will receive professional development from the CFN and the DOE

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

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

The following funds are made available to our school:

- Title 1 SWP Funds – this Sth Basic Emergency Support program is used to purchase books, uniforms and general supplies for students under the Title 1 program
- Middle School Quality Initiative – this federally granted program is an initiative provided to our 6<sup>th</sup> and 7<sup>th</sup> grade students which uses an innovative model to extend the school day and offer intense literacy training for high needs middle school students.
- The Animated Library Grant – this federally granted program will enable our school’s library to be completely automated.

### **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.).

The transition plans used at MS 394 include, but are not limited to the following:

- At the end of the Pre K school year, Pre-Kindergarten and Kindergarten teachers meet and draft a welcoming letter to parents to talk about expectations for Kindergarten. This letter also contains a list of supplies, recommended reading material, a prospective trip list and other important information pertaining to the Kindergarten school year
- During the fourth quarter of the school year, Pre-K and Kindergarten teachers and students conduct inter-visitation of classes to enable Pre-Kindergarten students to become comfortable with the Kindergarten teachers and environment
- At the beginning of the school year, Pre-Kindergarten teachers meet with Kindergarten teachers to identify end-of-year expected fluencies in core subjects
- Pre-Kindergarten and Kindergarten teachers use a crosswalk to compare Common Core Learning Standards between grades and share samples of student work
- Teachers of Pre-Kindergarten and Kindergarten receive ongoing professional development provided by our CFN, DOE, Hofstra University, and paid consultants
- Teachers of Pre-Kindergarten and Kindergarten compare curriculum and standards, share ideas and strategies during common planning sessions
- Pre-Kindergarten students are first assessed in the areas of Mathematics and English Language Arts to determine their proficiency level in these subjects as required by the Common Core Learning Standards
- The Pre-Kindergarten grade leader contacts the pre-schools to discuss curriculum alignment
- Pre-Kindergarten teachers meet with all parents and students who are entering Pre-Kindergarten for the upcoming school year. The parents are given a tour of the school by the Parent Coordinator, while the children are screened in literacy and math skills
- A parent questionnaire is provided to collect information from parents about their child
- The Pre-Kindergarten grade leader offers parent workshops to the incoming parents on the prerequisite skills needed to enter kindergarten
- Pre-Kindergarten teachers share information with parents pertaining to what students should know and be able to do during the transition phase from early childhood to elementary school

- The school psychologist and social worker provide “Turning 5” conferences to parents
- Student records are made accessible to both the Pre-Kindergarten and Kindergarten teachers
- The IEP teacher meets with all incoming special education parents during registration to ensure that services will be provided from the first day of school.
- Work Sampling System information collected from Pre-Kindergarten is given to the receiving Kindergarten teacher.

**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.

School-wide assessments are often provided by the DOE, however, additional assessments are used to determine student performance and measure student growth. Teachers are included in the decision making process regarding the selection and use of additional multiple assessment measures in the following ways:

- Groups of teachers analyze components of available assessments and make recommendations for selection to the administrative staff
- Professional development is provided to teachers pertaining to assessment results in the following areas:
  - (a) conducting item skills analyses
  - (b) identifying areas of strengths and weaknesses by student, class and grade, for assessments taken
  - (c) creating plans to address these critical areas of weaknesses during common planning sessions
  - (d) creating lessons with the purpose of re-teaching the areas of weaknesses during classroom time, the EIS and Prime Time Learning sessions, and during the Saturday Academy

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, P.S./M.S. 394, 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. P.S./M.S. 394's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

P.S./M.S. 394'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. P.S./M.S. 394's 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, P.S./M.S. 394 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

P.S./M.S. 394 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;

P.S./M.S. 394, 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*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;
- A. 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 <b>17</b>                             | Borough <b>Brooklyn</b> | School Number <b>394</b> |
| School Name <b>Mary McLeod Bethune Academy</b> |                         |                          |

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

|                                                                    |                                           |
|--------------------------------------------------------------------|-------------------------------------------|
| Principal <b>Guendalina Shaw-Pieters</b>                           | Assistant Principal <b>Sandra I. Bent</b> |
| Coach <b>Zenobia Fypher - Math</b>                                 | Coach <b>none</b>                         |
| ESL Teacher <b>Deborah Simmons-Roslak</b>                          | Guidance Counselor <b>Rosa Dobbs</b>      |
| Teacher/Subject Area <b>Jennifer Marshall - Spanish</b>            | Parent <b>type here</b>                   |
| Teacher/Subject Area                                               | Parent Coordinator <b>Jacqueline Hall</b> |
| Related Service Provider <b>Afiya Callender</b>                    | Other <b>Nancy Cayemitte - Speech</b>     |
| Network Leader(Only if working with the LAP team) <b>type here</b> | Other <b>type here</b>                    |

### C. Teacher Qualifications

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

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

### D. Student Demographics

|                                                      |            |                      |           |                                               |              |
|------------------------------------------------------|------------|----------------------|-----------|-----------------------------------------------|--------------|
| Total number of students in school (Excluding Pre-K) | <b>632</b> | Total number of ELLs | <b>35</b> | ELLs as share of total student population (%) | <b>8.75%</b> |
|------------------------------------------------------|------------|----------------------|-----------|-----------------------------------------------|--------------|

## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown                                                    |   |   |   |   |   |   |   |   |   |   |    |    |    |         |
|--------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|---------|
|                                                                          | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Dual Language</b><br>(50%:50%)                                        |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Freestanding ESL</b>                                                  |   |   |   |   |   |   |   |   |   |   |    |    |    |         |
| Pull-out                                                                 | 7 | 1 | 2 | 2 | 1 | 4 | 9 | 4 | 5 |   |    |    |    | 35      |
| SELECT ONE                                                               |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Total</b>                                                             | 7 | 1 | 2 | 2 | 1 | 4 | 9 | 4 | 5 | 0 | 0  | 0  | 0  | 35      |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |                                              |    |                                |   |
|-----------------------------|----|----------------------------------------------|----|--------------------------------|---|
| All ELLs                    | 35 | Newcomers (ELLs receiving service 0-3 years) | 22 | ELL Students with Disabilities | 3 |
| SIFE                        | 0  | ELLs receiving service 4-6 years             | 12 | Long-Term (completed 6+ years) | 1 |

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           | 22  | 0    |     | 12  | 0    |     | 1   |      |     | 35    |
| Total         | 22  | 0    | 0   | 12  | 0    | 0   | 1   | 0    | 0   | 35    |

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

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

**Number of ELLs by Grade in Each Language Group**

|              | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
|              | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

|              | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Spanish      | 4 | 1 | 2 | 2 |   | 3 | 4 | 2 | 2 |   |    |    |    | 20    |
| Chinese      | 1 |   |   |   |   |   |   |   |   |   |    |    |    | 1     |
| Russian      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Bengali      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Urdu         |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Arabic       | 2 |   |   |   | 1 |   | 2 |   | 1 |   |    |    |    | 6     |
| Haitian      |   |   |   |   |   |   | 1 | 2 | 1 |   |    |    |    | 4     |
| French       |   |   |   |   |   |   | 1 |   | 1 |   |    |    |    | 2     |
| Korean       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Punjabi      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Polish       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Albanian     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Other        |   |   |   |   |   | 1 | 1 |   |   |   |    |    |    | 2     |
| <b>TOTAL</b> | 7 | 1 | 2 | 2 | 1 | 4 | 9 | 4 | 5 | 0 | 0  | 0  | 0  | 35    |

## Part III: Assessment Analysis

**Assessment Breakdown**

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

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

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

| 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)                                               | 3 | 1 | 1 |   |   | 2 | 3 | 1 |   |   |    |    |    | 11    |
| Advanced (A)                                                  | 2 |   | 1 | 1 | 1 | 1 | 5 | 2 | 4 |   |    |    |    | 17    |
| Total                                                         | 7 | 1 | 2 | 2 | 1 | 4 | 9 | 4 | 5 | 0 | 0  | 0  | 0  | 35    |

| 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                     |         |         | 1       |         | 1     |
| 4                     | 2       | 1       |         |         | 3     |
| 5                     | 5       | 1       |         |         | 6     |
| 6                     | 2       | 2       |         |         | 4     |
| 7                     | 1       | 2       |         |         | 3     |
| 8                     | 2       |         |         |         | 2     |
| 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                     |         |    | 1       |    |         |    |         |    | 1     |
| 4                     | 2       |    | 1       |    |         |    |         |    | 3     |
| 5                     | 7       |    | 1       |    |         |    |         |    | 8     |
| 6                     | 2       |    | 2       |    |         |    |         |    | 4     |
| 7                     | 1       |    | 3       |    |         |    |         |    | 4     |
| 8                     | 2       |    | 2       |    |         |    |         |    | 4     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 0     |

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 4                     |         |    |         |    | 3       |    | 1       |    | 4     |
| 8                     | 1       |    | 2       |    |         |    |         |    | 3     |
| NYSAA Bilingual (SWD) | 0       |    | 0       |    |         |    |         |    | 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile                                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |                                                           |                        |                        |                        |                                                                           |                        |                        |                        |
| Chinese Reading Test       |                                                           |                        |                        |                        |                                                                           |                        |                        |                        |

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Early literacy skills for ELL's are assessed utilizing Fountas and Pinnell assessments, NYC Performance Assessment, Slosson Oral Reading Test, DIBELS, DRP and MSQI. Insights from early screening and assessment reflect the skill level obtained from either LAB-R or NYSESLAT assessments. Those students earning a designation of beginner are also at the beginning in early literacy skills. Students are supported with computer programs which assist in gaining early literacy skills as well as, listening centers and leveled/phonological readers. Literacy lessons and activities are planned within a UDL framework in order to assist students to gain access to content material.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data pattern across proficiency levels of LAB-R, NYSESLAT and grade performance reveals the need for the development of academic language in conjunction with higher order thinking skills.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
NYSESLAT modality results from Spring 2013 administration were not released and therefore cannot be utilized in such analysis. However, on-going progress monitoring as well as, standardized baseline interim assessments will be utilized to determine the needs of this population.
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. Patterns across proficiencies and grades reflects a need for academic language acquisition. In addition, students need further practice in listening skills. The free standing ESL program utilizes bilingual dictionaries, glossaries and bilingual/native language non-fiction material to support content area learning. In addition, classroom libraries include bilingual and native language books. The school library houses reference materials in the languages spoken by the students of the school. Students participate in the buddy system. Students are partnered with a student who is fluent in the same native language, assisting to bridge the gap of communication.
  - b. Analysis of English language learners' needs as reflected by data serves as a guide for classroom teachers of ELL's and the ESL teacher. ELA and other content area lessons are developed utilizing universal design to further strengthen skills across all four modalities.
  - c. Standardized periodic assessments reveal that our English language learners perform below grade standard. Native language is not utilized for instruction.
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](#).)  
Teachers in grades K-2 screen and progress monitor for the low performing group once monthly (item skills analysis). Students who are in lowest 1/3 of the class receive small group instruction targeted to individual needs. A push-in teacher utilizes Ready Books (curriculum associates) Simple Solutions three times per week. For grades 3-5 students' progress is monitored approximately every four weeks. Students receive additional instruction in areas of weakness during a 37.5 minute period three days per week. SETTS is provided for students deemed at risk. Wilson is utilized for literacy instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
A student's second language development is considered in instructional decisions in the following manner:
  1. According to language acquisition level (beginner, intermediate, advanced) students are given mandated minutes for instruction within a small group.
  2. Students are given grade level content instruction, differentiating that instruction according to the need of the individual student.
  3. Appropriate scaffolds and strategies within the classroom and within their mandated minutes assist students in furthering their second language development.
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?

There is no dual language program in this school.

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

The success of the ELL programs will be evaluated through various instruments including: NYSESLAT, Fountas & Pinnell Assessment, NYC Performance Assessment, New York State ELA and Math (Grades 3-8), running records, state science test, state social studies test and teacher evaluation and progress monitoring.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) All students are identified upon enrollment through the completion of the Home Language Identification Survey form by parents and screened by the ESL teacher for eligibility. Home language survey forms are distributed in all appropriate languages to ensure the family understands the information presented. Staff members who have language translation ability are on hand for formal and informal oral interviews in English and native language when possible. Once the native language is determined the ELL student entering the NYC system for the first time is assessed using the LAB-R by the ESL teacher. The LAB-R is scored by the ESL teacher and the child is deemed a beginner, intermediate or advanced English language learner. Spanish speaking students are assessed with the Spanish LAB to ascertain native language ability. Parents/guardians are invited to an orientation meeting whereby they are presented with program information in their native language. Parents/guardians select a program and the student is appropriately placed. Students deemed English language learners are identified, tested and placed into a parent/guardian selected program within the ten day period after registration.
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. After testing and gathering results, parents are notified of testing results and invited to a parent orientation meeting whereby they are shown the prescribed video which explains the available choices for the parents of the new ELL. Parents are given information in their home language for clarity. Parents/guardians are then free to make a decision regarding program placement that best suits the needs of their child and complete the paperwork involved (appendix D). Parents are also informed about the annual evaluation for English language learners (NYSESLAT). All information for parents is provided with the use of translated material and media in the native language of the family. Parents/guardians who choose a Transitional Bilingual program are notified of the availability of the program. Should parents choose to stay in this school, parents are notified should fifteen students across two contiguous grades speak the same native language and a bilingual program is formed.
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 [\[see tool kit\]](#).) Entitlement letters and Parent Survey and Program Selection forms in the home language of the family are sent within the ten day period after registration. If a parent does not return the survey and program selection form and does not view the prescribed video, another set of paperwork is sent home. When parents have viewed the video, had an opportunity to ask questions and have chosen a program that suits their needs the paperwork is filled out and signed. The paperwork is then copied. A copy is placed in the student's cumulative file in the office. The original is stored with student files in the ESL classroom. If after numerous attempts the forms (Appendix D) are not complete, the form is marked as default program: Transitional Bilingual. For English language learners who test proficient, letters are sent to the parent/guardians of those students. For those students who continue to qualify for language services, continued entitlement letters are sent home to parents/guardians in the language specified on the

home language survey. Records of parent/guardian communication is held in a binder for record keeping purposes.

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.  
Within ten days of registration, newly identified English language learners are assessed with LAB-R. Parents of ELL's are informed with an entitlement letter written in the home language of the family. Along with the entitlement letter, is an invitation to view the required film via internet, and the parent survey/choice (appendix D). This film is easily accessed on the Department of Education website and is available in a variety of languages. The film describes all programs presently offered to English language learners. If parents do not respond, another entitlement package is sent along with a new date in which to participate in orientation. Parents meet with classroom teachers (who have been informed by ESL teacher) to discuss concerns regarding programs. In this manner, parents are being served by a community of educators who are focused upon their child's academic success. Should parents not participate in the parent orientation or sign the appropriate paperwork they are informed that a bilingual placement is the default choice.
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.  
ATS reports such as RLAT, RHSP, LBR, HLIS and RLER are accessed in order to guarantee that every student who is qualified for NYSESLAT testing is known and tested. Speaking is administered individually with careful records kept. Listening, reading and writing are given according to grade band and in small groups in order to maximize student performance. Should a student be absent for one of the modalities, she/he is given the missing portion of the test upon return to school. All English language learners are accounted for during and upon completion of the NYSESLAT by the ESL teacher. In addition, the Testing Coordinator double checks all booklets, answer documents and materials.
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.   
After reviewing the Parent Survey and Program Selection forms for the past few years the trend in program choices is over 99% in parents requesting the ESL program. Parents generally are encouraging their children to learn English in order to assimilate as quickly as possible. Program models offered at M.S. 394 are aligned with parent requests. All grades are served through a push-in/pull-out model. Through teacher conferencing, the ESL teacher and classroom teacher identify areas of development. In addition, there is a degree of planning between the two learning environments to assure continuity for the student involved.

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- a. The students are placed in age/grade appropriate educational settings giving consideration to all placement criteria and adequate support to gain English Language proficiency as well as, access to core content and all programs, services and extra-curricular activities. Standard based literacy instruction is provided in English for the ESL pull-out program, following the Language Allocation Distribution.
- b. English is the language of instruction in the program. The students are heterogeneously grouped within each grade. All students receive instruction in English speaking classrooms. Instruction is developed based upon research based strategies such as the language experience and natural approaches, total physical response, guided reading and guided writing.
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)?
    - a. Based upon the students' LAB-R or NYSESLAT scores and in accordance with CR Part 154, students at the beginning and the intermediate levels receive 360 minutes of ESL instruction weekly. Students at the advanced level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction weekly. ESL and classroom teachers collaborate to ensure that students receive both content area instruction and mandated ESL minutes.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The English language is utilized in the classroom across all content areas. Grade level content area instruction is supported in the ESL classroom. The use of graphic organizers, sheltered language, check lists, small group work within literacy and science centers, audio books and video assist in scaffolding student learning experience in order to foster language development generally and academic language specifically. Content area vocabulary is chunked within context. Formative and summative assessments of academic language in specific content areas either highlights a need for further instruction, or assures that the student has mastered the vocabulary. Prereading and discussion of academic language needed for content areas assists students in accessing grade level material and complex informational texts. Additionally, explicit instruction in the conventions of Standard English as used in writing and reading prepares students for further academic demands. The above is in alignment with the college and career readiness anchor standards for language (CCRASL).
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Although ELL's do not participate in on-going assessment or progress monitoring of their respective native languages in M.S. 394 new admits who are Spanish speakers are administered the Spanish LAB in order to assess their native language literacy skills.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

English language learners are evaluated across all four modalities with on-going progress monitoring including leveled reading with comprehension questions and reader's theater for speaking and listening. Guided writing, group writing and timed writing probes reveal progress or target those areas which need further intervention. In addition, standardized interim assessments target areas for further development.
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. There are no SIFE students in Middle School 394 however, if a teacher recognizes gaps in a student's ability to perform successfully, we take the following steps to ensure that there is intervention for that student as follows:

- Intensive English language development instruction teaching social and academic language in small group settings.
- Intensive literacy development
- Newcomer support within the school aimed at building an academic foundation for students
- Small group instruction
- Modified scheduling
- Provide training in ESL techniques
- Collaboration between ESL and mainstream teachers
- Integrated cultural activities and programs giving student a spotlight to share
- Recognition of student's native language

b. The instructional plan for those English language learners who are considered newcomers is as follows:

- Intensive English language development instruction teaching social and academic language in small group settings.
- ELA and math instruction/support
- Title III After-school program (summer school)
- Individual tutoring
- Language development (phonological/phonemic support and activities)
- Cooperative Learning

c. Both ESL and classroom teachers utilize a balanced literacy program which consists of:

- Independent/paired reading
- shared reading
- guided reading
- literacy centers
- literature circles
- writer's workshop
- interactive read aloud
- vocabulary word study
- cooperative learning
- Title III after-school program and summer school
- Integrated cultural activities

d. English language learners who have completed 6+ years will consistently receive their mandated minutes according to English acquisition level. During this time, standard English is explicitly taught across curriculum content. Literacy

instruction

is infused in all content areas such as social studies, science and mathematics.

e. Former English language learners in years one and two after testing proficient still benefit from extended time on high stakes assessments. In addition, academic and emotional support is given when needed.

7. **What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?**

The instructional strategies and grade level materials used by teachers of ELL-SWDs that provide access to academic content areas and accelerate language development are: classroom libraries which support the four modalities of language acquisition, listening, speaking, reading and writing. The classes contain books on tape, leveled readers and culturally oriented materials to accelerate the learning process. The ESL teacher will use a variety of texts and resources to enhance language acquisition in keeping with the CCSS and the DOE initiative to design a rigorous and coherent curriculum with literacy and math tasks for all students and with specific instructional expectations to build on inquiry work to prepare students to be college and career ready. Utilizing differentiation of instruction, grade level material for content areas is presented through various modes of media, ie. smartboards, educational websites and films.

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?**

Curricular, instructional and scheduling flexibility enable ELL-SWDs to achieve their IEP goals within the least restrictive environment due to the collaboration of all staff involved. Science may be taught in the computer lab for instance, where students can access websites and other multi-media needed to complete science tasks. English language arts may be taught utilizing the

school's library and resources in order to enrich and expand the lesson at hand.

**Courses Taught in Languages Other than English **

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

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

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

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

|                                                                   | Beginning            | Intermediate         | Advanced             |
|-------------------------------------------------------------------|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>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**

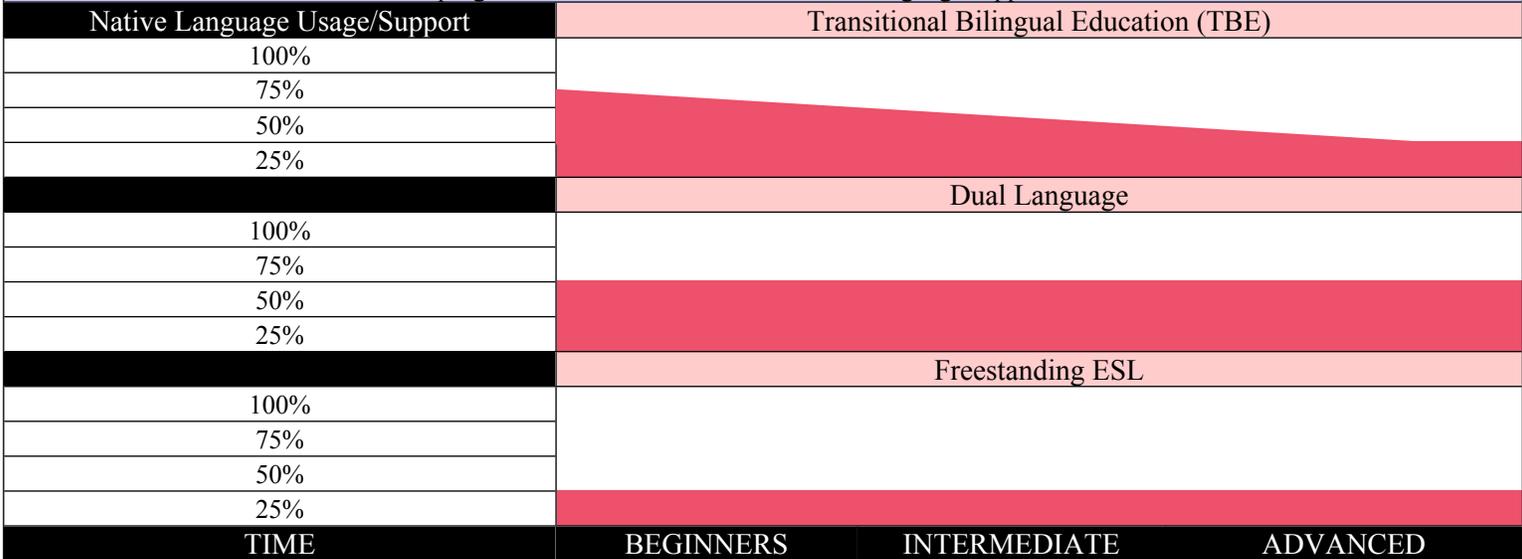
|  | Beginning | Intermediate | Advanced |
|--|-----------|--------------|----------|
|--|-----------|--------------|----------|

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

|                                                                   | <b>Beginning</b>     | <b>Intermediate</b>  | <b>Advanced</b>      |
|-------------------------------------------------------------------|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>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.  
Wilson and Voyager Passport are utilized for targeted students whose progress needs additional support. Fountas & Pinnell is utilized as a screening assessment and DIBELS for ongoing progress monitoring. GoMath and ReadyGen are utilized for math and ELA core content. GoMath includes an intensive intervention component providing diagnostic practice for needed prerequisite skills (following an RtI model). ReadyGen also includes a remediation/intervention component and addresses the difficulties that English language learners often face when acquiring a second language. In Social Studies and Science, theme-based materials are used giving students real experiences with hands-on activities. Students are also exposed to Study Island and are able to utilize the program in either school or home environment. Specific ELL's are targeted when performance falls within the lowest one-third of the population. All intervention is conducted in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Due to the individualized nature of progress monitoring, difficulties are quickly targeted and students are given the opportunity to work on those areas of language acquisition which presents as a barrier to progress. In a small group setting during ESL periods, students participate in grade level core curriculum, (ie. social studies & science) which supports the student in those areas within the classroom environment.
11. What new programs or improvements will be considered for the upcoming school year?  
New programs for the 2013-2014 academic year include the possibility of a Title III after-school program and a newly created time slot for social clubs to meet once per week on Friday afternoons.
12. What programs/services for ELLs will be discontinued and why?  
No present programs or service for ELLs are scheduled to be discontinued during the 2013-14 academic year.
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 given access to all programs, services and extra-curricular activities. The general education staff is given appropriate support and professional development to assist ELL students effectively. The students are heterogeneously grouped within each grade. While after-school/supplemental programs have yet to be fully developed for the 2013-14 academic year, a math club, ELA club, exercise club and various social clubs are now offered. Invitations are extended to all students including English language learners who participate in the math club, exercise club and social clubs some of which are taught by bilingual staff. English language learners whose scores fall within the bottom third are especially encouraged to join. Clubs which are led by bilingual staff not only supports the English language learner in acquiring academic skills in the English language, but supports the English language learner's native language as well.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
English language learners are supported through the use of regular computer usage, use of computer lab, smartboards, and media. Classrooms contain books on tape, leveled readers and culturally oriented materials to accelerate the learning process. The ESL teacher uses a variety of texts and resources to enhance language acquisition. Instructional materials as well as instruction, supports all modalities of language acquisition: listening, speaking, reading and writing.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native language support is delivered through cultural exchange and demonstration. Additionally, native languages are supported through bilingual books in class library, and when text to speech is utilized in guided reading native language can be accessed to strengthen comprehension of text.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Upon enrollment English language learners are placed in grade appropriate classrooms according to their age. Required services and resources support English language learners due to their correlation with required grade level content material.
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.  
Registration closes upon the last day of the school year. Registration resumes upon the first day of school in September. Upon registration, the newly enrolled English language learner is tested and placed in an age/grade appropriate classroom. A peer buddy is sought in order to assist the new student with becoming acclimated to the culture and guidelines of the school. The peer buddy is someone who is either on grade level, or close to grade level of the newly enrolled student. The procedure remains the same

throughout the school year should new ELLs enroll.

18. What language electives are offered to ELLs?

The language elective offered to ELLs and native speakers in grades 5-8 is Spanish as a foreign 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)?

There are no dual language programs in Middle School 394.

### 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. The professional development for teachers of ELL's and classroom teachers of ELL's is as follows:
    - Professional development provided to staff by administrators, instructional specialists and specialists in ESL strategies and standards.
    - Professional development to take place in workshops, grade conferences and staff conferences.
    - Training on components of a balanced literacy program using the workshop model.
    - Application of the workshop model with ESL and ELA scaffolding instruction.
    - Methods of assessments of content area learning and language development.
  2. Professional development for teachers of ELLs in order to support ELLs engaged in the common core learning standards is on a monthly basis given by support specialists within the network. Each professional development workshop is focused on a specific topic. Each professional development is housed in a different school location whereby staff can observe colleagues during instruction of ELLs.
  3. The ESL teacher and classroom teachers monitor progress of ELL students and provide academic support necessary to help students better transition from elementary into middle and/or middle into high school. In addition, the guidance counselor regularly schedules meetings with students who are in transition in order to provide information as well as, emotional support.
  4. To support monolingual teachers of ELL's, MS 394 will provide 7.5 hours of professional development on ESL strategies (10 hours for special education teachers). In addition, ESL teacher will provide research based information to the staff on a regular basis. Professional Development sessions are focused on best practices and strategies in order to strengthen academic language and skills needed for success within the common core standards. Strategies such as explicit teaching of standard English, tiered academic vocabulary and the infusion of literacy instruction in all content areas are shared. Records of all professional developments are kept by both administration (Principal) and participating teacher. Professional development sessions take place during common preps, lunch & learn sessions and on days designated as Chancellor's Conference Days.

## 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. Our Parent Coordinator is in constant communication with all parents. Through outreach and feedback the Parent Coordinator schedules workshops specifically designed for families of English Language Learners. Workshops include but are not limited to: health issues, fair housing, tenant's rights, conflict resolution and domestic violence. Additionally, the Parent Coordinator organizes workshops regarding nutrition courses, technology, parenting classes, updated materials focused on the various school curricula, articulation to middle school. Parents of ELL students receive school related materials in English and the native language of the family.
  2. M.S. 394 is proud to partner with the following organizations: Caribbean Women, Cornell University Extension, The Fire Department, CPR Unit, and Learning Leaders. Through and with the above organizations workshops are developed that fill the expressed need of the families in the school.
  3. The needs of the parents are initially ascertained utilizing a parent survey. Throughout the academic year, parents are asked for input as to interests and family needs that can be addressed through the Parent Coordinator's office. As needs and interests change, so does workshops and trainings.
  4. Parental involvement activities address the needs of the parents in several ways. Some ways are through attendance at parent conferences, workshops, PTA meetings and discussion. Parents are volunteers in the classroom and in the lunchroom during various times. Through partnership with the school and adult learners of the school, parental involvement activities benefit families and individual students. During workshops, conferences and PTA meetings bilingual teachers and staff are readily available to meet the translation/interpretation needs of any parents/guardians. In addition, the Translation and Interpretation Unit within the Department of Education is utilized to translate written information for parents in those languages spoken by families in the school.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

| Name (PRINT) | Title                | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
|              | Principal            |           | 1/1/01          |
|              | Assistant Principal  |           | 1/1/01          |
|              | Parent Coordinator   |           | 1/1/01          |
|              | ESL Teacher          |           | 1/1/01          |
|              | Parent               |           | 1/1/01          |
|              | Teacher/Subject Area |           | 1/1/01          |
|              | Teacher/Subject Area |           | 1/1/01          |
|              | Coach                |           | 1/1/01          |
|              | Coach                |           | 1/1/01          |
|              | Guidance Counselor   |           | 1/1/01          |
|              | Network Leader       |           | 1/1/01          |
|              | Other                |           | 1/1/01          |

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

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

DBN: 17K394 School Name: Middle School 394

Cluster: 4 Network: 410

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

### **Part A: Needs Assessment Findings**

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

During the first month of school, the Home Language Survey is distributed to the families of all new students. When a Home Language Survey is completed, potential English Language learners are identified. Both the parent coordinator and ESL teacher interview the parents/guardians of the student and ascertain translation/interpretation needs. In addition, the guidance counselor and other related school services contribute additional information about the needs of the parents and community and provide translations by using staff resources.

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.

When all data regarding the student population has been completed, the parent coordinator, classroom teacher, ELL teacher and pupil personnel secretary assess the translation and oral interpretation needs. The RTI (response to intervention) team makes a point of discussing these and all student needs. This information is shared with the ESL teacher, parents and the classroom teacher. Signs are displayed around the school so that parents of ELLs will become aware that the home language of the parent and student is spoken at the site, or an interpreter/translation can be provided.

## Part B: Strategies and Activities

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

To assist with translation and interpretation our staff including assistant principal, teachers, paraprofessionals, school aids and custodial staff are capable of speaking/writing in those home languages spoken by parents/guardians of our English language learners mainly Spanish, Haitian Creole and French. Community workers of neighborhood organizations are also helpful to the school. Recruiting parent volunteers is an essential component as well.

Oral interpretation services are available for P.T.A. meetings, parent-teacher conferences, open school nights, school-wide events and telephone calls. If these services are not sufficient, the Translation Unit of the DOE will be contacted for assistance. Posted on all school doors is an invitation for translation services in the major languages of our parent/student body. In addition, we can utilize the services of NYU who conduct a program at the school called Parent Corps. This group works with Universal Pre-Kindergarten parents and teachers on a weekly basis.

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.

While there can exist potential challenges when translating and/or interpreting from one language to another, it is vital that both staff and volunteers who participate in translating/interpreting understand that errors and misunderstandings may occur in the process. Discussions that take into consideration cultural awareness and sensitivity as well as, cultural/generational gaps and linguistic/semantic nuances will take place. In addition the school works closely with the staff of Parent Corps from NYU. This group works with the first grade parents and teachers through a grant by the R.W. Johnstons Foundation in preserving the cultural aspects families bring with them from their native country.

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 fulfill Section VII of Chancellor's Regulations A-663, our school will have notices informing parents about their rights to language assistance services for translation interpretation. Postings on how to obtain services will be near the main entrance of the school, and also printed ready to distribute as a handout. A plan will be devised to ensure that these particular parents will be able to find the school's administrative offices when necessary. The Department of Education's website will provide information in the parents' native languages. Such information will include the rights of parents/guardians to language assistance services and how to obtain these services. We will use all services available for translations from the Department of Education and community agencies to ensure our parents ability to communicate with our staff and afford them that their youngsters will be afforded every educational opportunity.