



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: UPPER SCHOOL @ P.S. 25
DBN (i.e. 01M001): 16K534
Principal: ATIVIA SANDUSKY
Principal Email: ASANDUSKY@SCHOOLS.NYC.GOV
Superintendent: EVELYN SANTIAGO
Network Leader: NANCY RAMOS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name | Position and Constituent Group Represented | Signature |
|--|--|-----------|
| Ativia Sandusky | *Principal or Designee | |
| Roderick Kinsey | *UFT Chapter Leader or Designee | |
| Debra Sanford | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| Chalipher Santos Rosario Dontae Tubbs | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Wendy Gamble | Member/ Teacher | |
| Pamela Makina Michelle Beckles | Member/ Teacher | |
| Elsa Perez | Member/ School Secretary | |
| Tanya Fleming Anthony Thompson | Member/ Parent | |
| Thelma Dixon | Member/ Parent | |
| Darlise Buggs | Member/ Parent | |

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

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

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 16K534

| School Configuration (2013-14) | | | | | |
|---|----------|---|-----|---|-----|
| Grade Configuration | 06,07,08 | Total Enrollment | 151 | SIG Recipient | N/A |
| Types and Number of English Language Learner Classes (2013-14) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2013-14) | | | | | |
| # Special Classes | 8 | # SETSS | N/A | # Integrated Collaborative Teaching | 2 |
| Types and Number of Special Classes (2013-14) | | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama | N/A |
| # Foreign Language | N/A | # Dance | N/A | # CTE | N/A |
| School Composition (2012-13) | | | | | |
| % Title I Population | 80.4% | % Attendance Rate | | 88.5% | |
| % Free Lunch | 91.0% | % Reduced Lunch | | 2.3% | |
| % Limited English Proficient | 5.1% | % Students with Disabilities | | 20.9% | |
| Racial/Ethnic Origin (2012-13) | | | | | |
| % American Indian or Alaska Native | 0.6% | % Black or African American | | 77.4% | |
| % Hispanic or Latino | 22.0% | % Asian or Native Hawaiian/Pacific Islander | | N/A | |
| % White | N/A | % Multi-Racial | | N/A | |
| Personnel (2012-13) | | | | | |
| Years Principal Assigned to School | 0.34 | # of Assistant Principals | | 1 | |
| # of Deans | 1 | # of Counselors/Social Workers | | 1 | |
| % of Teachers with No Valid Teaching Certificate | N/A | % Teaching Out of Certification | | 10.3% | |
| % Teaching with Fewer Than 3 Years of Experience | N/A | Average Teacher Absences | | 9.1 | |
| Student Performance for Elementary and Middle Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | 3.6% | Mathematics Performance at levels 3 & 4 | | 3.0% | |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | 63.1% | |
| Student Performance for High Schools (2011-12) | | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A | |
| Credit Accumulation High Schools Only (2012-13) | | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | N/A | |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | N/A | |
| 6 Year Graduation Rate | N/A | | | | |
| Overall NYSED Accountability Status (2012-13) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | | Local Assistance Plan | | | |
| Focus District | X | Focus School Identified by a Focus District | | X | |
| Priority School | | | | | |

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

| | | | | | | |
|--|--|--|--|-----|-----|----|
| Answer the following questions regarding the 12-13 SCEP | | | | | | |
| Describe the strengths of your school's 12-13 SCEP. | | | | | | |
| SCEP addressed school specific needs as per SED and DOE reviews. As well as Superintendent, Administration, and Network Staff observations. | | | | | | |
| Describe the areas for improvement in your school's 12-13 SCEP. | | | | | | |
| <ol style="list-style-type: none"> 1. Improved academic performance of all students including ELLs and SWDs. 2. Ensuring access and multiple entry points for ALL learners, with a specific focus for the bottom third, ELLs, SWDs, focusing on teaching and learning. | | | | | | |
| Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP. | | | | | | |
| Creating a collaborative community of learners which requires school leaders to leverage both human and financial resources that serve all students. Engaging the parent community as educational partners. | | | | | | |
| Describe the degree to which your school's 12-13 SCEP was successfully implemented. | | | | | | |
| Instructional practice, aligned with the Danielson framework, and curriculum aligned to the CCLS, has improved. | | | | | | |
| Were all the goals within your school's 12-13 SCEP accomplished? | | | | Yes | x | No |
| If all the goals were not accomplished, provide an explanation. | | | | | | |
| Progress toward the 12-13 goals is evident, however, change is slow and it takes time to embed new perspectives and methodologies. The School is under new leadership – Principal. | | | | | | |
| Did the identified activities receive the funding necessary to achieve the corresponding goals? | | | | x | Yes | No |

Developing the 2013-14 SCEP

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

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

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

Major Recommendation

| | | | | | | | |
|--|----|--------------|------|---------------------|---|---------------------|---|
| Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable). | | | | | | | |
| Strengthen teacher practices to develop greater alignment of the school’s curriculum to the CCLS in order to promote higher order thinking and achievement for all students. | | | | | | | |
| Review Type: | QR | Year: | 2012 | Page Number: | 5 | HEDI Rating: | D |

Tenet 2: School Leadership Practices and Decisions

| | | | |
|--|---|--|---|
| Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal. | | | |
| | 2.2 School leader’s vision | | 2.3 Systems and structures for school development |
| x | 2.4 School leader’s use of resources | | 2.5 Use of data and teacher mid-management effectiveness |

Annual Goal #1

| |
|---|
| Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals. |
| By June 2014, the principal will conduct a minimum of 6 informal or 1 formal/4 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework. |

Instructional Strategies/Activities

| |
|--|
| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. |
| <ul style="list-style-type: none"> ▪ Strategies/activities that encompass the needs of identified subgroups <ol style="list-style-type: none"> 1. School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards: 2. Supervisors, in collaboration with teachers, will develop individual professional development plan for each teacher. 3. PD facilitators will meet individually with staff to review student data and develop plans for improving individual student achievement. (Fall 2013) 4. Administrative and Instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies. Attendance records, agendas, and minutes from weekly planning sessions and professional development activities will provide evidence of staff progress |
| <ul style="list-style-type: none"> ▪ Key personnel and other resources used to implement each strategy/activity <ol style="list-style-type: none"> 1. Principal, coaches, teachers 2. Principal, coaches, teachers 3. Principal, coaches, teachers, PD facilitators 4. Network personnel, DOE Consultants, Partnerships, curriculum and staff developers |
| <ul style="list-style-type: none"> ▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity <ol style="list-style-type: none"> 1. By February, completion of two supervisory observation with associated lesson plans for each teacher will provide evidence of improved instructional practice 2. Completion of individual professional development plan for each teacher 3. Completion the initial review of student data and the development plans for improving individual student achievement 4. Defining a monthly quota of teacher observations based on both the level of teacher experience and need, samples of supervisory observations and lesson plans will provide evidence of staff progress |
| <ul style="list-style-type: none"> ▪ Timeline for implementation and completion including start and end dates <ol style="list-style-type: none"> 1. September to February 2014 2. September to November 2013 3. September to December 2013 4. September 2013 to May 2014 |
| <ul style="list-style-type: none"> ▪ Describe programmatic details and resources that will be used to support each instructional strategy/activity <ol style="list-style-type: none"> 1. Time for professional development, per session and per diem 2. Schedule time during the school day for individual conferences with each teacher and administrator 3. Schedule time during the school day for individual conferences with each teacher and administrator |

4. Scheduled time during the school day teacher observation and pre- and post-conferences

Budget and Resource Alignment

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

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

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

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

Major Recommendation

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

Improve assessment analysis in all content areas to monitor student progress towards goals and adjust curricula and instruction to meet the needs of all students.

| | | | | | | | |
|---------------------|----|--------------|------|---------------------|---|---------------------|------|
| Review Type: | QR | Year: | 2012 | Page Number: | 6 | HEDI Rating: | DTHE |
|---------------------|----|--------------|------|---------------------|---|---------------------|------|

Tenet 3: Curriculum Development and Support

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

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

Annual Goal #2

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

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

Instructional Strategies/Activities

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

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

- Coaches will provide teachers will school-wide as well as individual student data in area of ELA and math. They will facilitate differentiated professional development activities on interpreting the data and utilizing the information to develop curriculum units which are aligned with the CCLS.
- Educational Consultants and principals will provide staff with the tools and strategies needed to develop engaging unit plans and assessment tasks in ELA, math, social studies and science which are aligned with the CCLS.
- Network Supervisory Staff and teacher teams will meet during common planning time to plan, align curriculum and monitor student progress.
- Teachers will utilize a "Looking at Student Work" protocol to gather information about student learning and inform revision of instructional units.
- New teachers meet regularly with mentor to discuss challenges and success as they work to align units of study.

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

- Data specialist, teachers
- Educational consultants (Curriculum and Staff developers), principal, teachers
- Network instruction support staff, teacher teams
- Teachers, network achievement coaches and ELL specialist
- New teachers, mentor, per diem and per session

| |
|---|
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| <ol style="list-style-type: none"> 1. Completed data analysis for each student, observation of implementation of monthly professional development 2. Completed unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS 3. Minutes of weekly planning sessions detailing planning time 4. Observation of implementation of the LASW protocol during teacher team planning time 5. Attendance of all staff to various DOE and Network Curriculum meetings. |
| D. Timeline for implementation and completion including start and end dates |
| <ol style="list-style-type: none"> 1. September to November 2013 2. Quarterly, October 2013 to May 2014 3. Monthly, October 2013 to April 2014 4. Weekly, October 2013 to June 2014 5. Twice-monthly October 30 February 2014 |
| E. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| <ol style="list-style-type: none"> 1. Per session for data analysis for after school meeting 2. Per session for after school and per diem for PD coverage 3. Scheduled time during the school day for common planning 4. Scheduled time during the school day for teacher teams to master and apply the LSAW protocol 5. Meet and Eat meetings during teacher lunch periods for new teachers |

Budget and Resource Alignment

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

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

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

Major Recommendation

| | | | | | | | | | |
|--|----|--------------|------|---------------------|---|---------------------|---|--|--|
| Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable). | | | | | | | | | |
| There was little evidence of planning lesson scaffolds aligned to the CCLS to generate higher order thinking for student subgroups. This decreased opportunities for a diverse population of students, especially SWDs and ELLs. | | | | | | | | | |
| Review Type: | QR | Year: | 2012 | Page Number: | 5 | HEDI Rating: | D | | |

Tenet 4: Teacher Practices and Decisions

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

Annual Goal #3

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

Instructional Strategies/Activities

| | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|
| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|

subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

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

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

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

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

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

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

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

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

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

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

Budget and Resource Alignment

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

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

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

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

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

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

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

Major Recommendation

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

Students engage in completing the same worksheet type activity within their groups with little evidence of in-depth learning opportunities to support students performing at different levels

Note the QR did not address Social emotional developmental Health

| | | | | | | | |
|---------------------|----|--------------|------|---------------------|---|---------------------|---|
| Review Type: | QR | Year: | 2012 | Page Number: | 6 | HEDI Rating: | D |
|---------------------|----|--------------|------|---------------------|---|---------------------|---|

Tenet 5: Student Social and Emotional Developmental Health

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

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

Annual Goal #4

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

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

Instructional Strategies/Activities

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

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

1. Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students
2. Utilizing data and disaggregating data to monitor all systems that support student social and emotional health including classroom engagement level.
3. Effective use of school counselor to address absence and lateness

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

1. Teacher, coaches, data specialist, administrative staff, and external vendors providing curriculum and staff development.
2. Administrator, guidance counselor, coaches
3. Administrator, guidance counselor, attendance teacher, Parental Outreach, Network Personnel

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

1. Report of all students deemed at-risk as per attendance and lateness
2. Define intervention(s) for all students deemed at-risk as per attendance and lateness
3. Guidance Counselor evidence (log) of contact hours with identified at-risk students

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

1. September 2013-October 2013
2. September 2013-June 2014
3. September 2013-June 2014

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

1. ATS and other attendance reports to be generated and analyzed
2. Scheduled team meetings of principal, guidance counselor, and coaches, Network Personnel
3. Ongoing partnership with principal and guidance counselor to ensure targeted support for at-risk students

Budget and Resource Alignment

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

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

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

| | | | | | |
|---|--|--|------------------|--------|--|
| Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. . | | | | | |
| | PF AIS | | PF CTE | | PF College & Career Readiness |
| | PF ELT | | PF Inquiry Teams | | PF NYS Standards and Assessments |
| x | PF Positive Behavioral Management Programs | | | PF RTI | PF Common Core |
| | | | | | PF Parent Engagement |
| | | | | | PF Supporting Great Teachers & Leaders |

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

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

Major Recommendation

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

Few samples of student work products that evidenced rigor and learning at high levels.

Note the QR did not address Family and Community Engagement

| | | | | | | | |
|---------------------|----|--------------|------|---------------------|---|---------------------|---|
| Review Type: | QR | Year: | 2012 | Page Number: | 6 | HEDI Rating: | D |
|---------------------|----|--------------|------|---------------------|---|---------------------|---|

Tenet 6: Family and Community Engagement

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

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

Annual Goal #5

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

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

Strategies to Increase Parental Involvement and Engagement

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

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

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

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

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

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

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

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

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

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

1. Common planning time for Principal, parent coordinator, selected teachers

2. Staff attendance at New Parent Orientation/Family Night/Open House for Parents
3. Parent coordinator's planning and hosting of parent offerings
4. Staff attendance at Student recognition events

Budget and Resource Alignment

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

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

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

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

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

Academic Intervention Services (AIS)

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

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|---|--|--|
| ELA | Independent Reading Daily, Comprehension Skills | Small Group | During and after school |
| Mathematics | Skills, Kaplan | Small Group | During and after school |
| Science | Reciprocal Reading | Small Group | During and after school |
| Social Studies | Reciprocal Reading | Small Group | During and after school |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Advisory, focused topics on social & emotional skills | Small group and one-to-one | During and after school |

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

| |
|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| School administration with work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs. |

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

| |
|---|
| Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction. |
| Teachers on the MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, professional development has been provided to the entire staff. |

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

| | | |
|--|-------------------------|--------------------------|
| District 16 | Borough Brooklyn | School Number 534 |
| School Name The Academy of Instructional Technology | | |

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 Ativia Sandusky | Assistant Principal |
| Coach | Coach |
| ESL Teacher Doreen Headley | Guidance Counselor Donald Dobson |
| Teacher/Subject Area Danta Ford | Parent Debra Sanford |
| Teacher/Subject Area | Parent Coordinator Eric Hargrove |
| Related Service Provider Gary Cisco | Other type here |
| Network Leader(Only if working with the LAP team) type here | Other type here |

C. Teacher Qualifications

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

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

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 158 | Total number of ELLs | 10 | ELLs as share of total student population (%) | 6.33% |
|--|------------|----------------------|-----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|---|--------------------------------|---|
| All ELLs | 10 | Newcomers (ELLs receiving service 0-3 years) | 3 | ELL Students with Disabilities | 2 |
| SIFE | 1 | ELLs receiving service 4-6 years | 4 | Long-Term (completed 6+ years) | 0 |

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

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

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 4 | 1 | 0 | 6 | 0 | 0 | | | | 10 |
| Total | 4 | 1 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 10 |

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

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

A review and analysis of the assessment data:

1. We use ongoing assessments and collection of student work to effectively plan for instruction and professional development. Formal assessments tools used to assess early literacy skills include the LAB R, NYSESLAT, SETSS, Acuity and Teacher made tests, students’ math and writing portfolios. Informal assessments include conference logs, journals, reading and writing folders, among others.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? Specifically, the NYSESLAT and the LAB-R provide us with in depth information about our ELLs. ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient.

We have a total of Ten (10) (English language learners broken down as follows: The language proficiency levels of our ELL student population is broken down as follows:

Test Scores of All Students

| Grades | Beginner | Intermediate | Advanced |
|----------|----------|--------------|----------|
| Grade 6= | 2 | 0 | 2 |
| Grade 7= | 2 | 0 | 0 |
| Grade 8= | 1 | 2 | 1 |

The above NYSESLAT and LAB-R results are used to plan classroom and program instructions. Students who are beginners or intermediate receive 360 minutes a week of ESL services and those that are advanced receive 180 minutes a week by a certified teacher. Those who are tested out proficient are being serviced with the advanced students for up to two years if their parents agree. Those ELLs who were tested out proficient in 2012 to 2013 school year came from the sixth and seventh grades. There were four students that tested proficient. The Home languages of our students include a majority of Spanish speaking, others are Arabic, Haitian Creole, and French speaking.

Although ELLs are making steady gains on the NYSESLAT, after looking at students in the ESL programs at MS 534 the data shows that grade levels in reading and writing is where students are having the most difficulties. This correlates with research findings which indicate that productive skills in language acquisition take longer to acquire. It is interesting to note that the majority of our ELL students in grade six, seven and eight, reading and writing English language modalities are the weakest area ... In addition, the reports show that an English language learners' performance in the NYSESLAT is a strong predictor of whether he or she will meet standards on the State ELA and Math exams. In fact, the majority of these advanced students scored at level 2 and 3 or above on the NYS ELA, Math and Science assessments. It was also noticeable that former ELL students are often outperforming the non-ELLs students across the grades. Our intervention services are focused mainly on the SIFE, lower beginner, and all new comers in reading and writing.

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](#))

In the listening and speaking modalities most ELL students scored at advanced or proficient levels, however, newcomer ELLs across the grades scored at the Beginner or intermediate levels. This school year, 2012 to 2013 there were 4 proficient students 2 advanced, 2 intermediates and 2 beginners across the grade levels. NYSESLAT scores indicate that ELLs with disabilities are at advanced or proficient levels however, levels of language acquisition in reading and writing need improvement. Beginner ELLs taking the ELA after one year are mostly scoring at level 1 on the ELA test, however, these students are making better progress in Math and Science.

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?

The overall performance data on the ELA, Math and Science assessments shows that our ELL population needs to work on their linguistic and cognitive/academic language skills in the four English language modalities along with test taking strategies. Therefore, all teachers are focusing on these areas in their classroom instructions. The performance on summative (i.e. standardized tests) and formative assessments (i.e. portfolios, logs, benchmark tests) informs teachers' future planning. ELL students at MS 534 engage in rich variety of learning experiences that further advance their linguistic and academic growth. Additionally, support services include as follows: AIS, guidance counseling, speech and language, and occupational and physical therapy, SETSS, after-school, and Saturday classes.

The implications for the school's LAP and instructional policies are derived from the strengths and needs noted in the NYSESLAT along with many other formal and informal assessments. This year we will continue targeting the linguistic, cognitive and academic skills across the grades in literacy and all content areas throughout the school day, AIS, extended hours, after-school and Saturday classes. We also offer additional support in listening and speaking language development for newcomer and SIFE ELLs including an increased use of technology resources in the classroom, and the computer lab. All instructional activities and additional supports offered to our ELL population focuses on English language acquisition towards proficiency and academic achievement. We also focus on the reading and writing skills of our ELL students at the advanced level. Especially, school leadership and teachers of ELL students in grades 6, 7 and 8 use the results of the NYSESLAT, periodic assessments, the ELA and Math predictives in ACUITY, the data analysis along with formative assessments for future planning and the implementation of intervention supports. Teachers of ELLs use the LAB-R, NYSESLAT, and many other formative assessments (i.e. Strategies to Achieve Success in Mathematics and ELA, reading and writing logs; Finish Line Reading assessments, and math logs) to inform and drive instruction. Again, all ELLs will receive the intervention support as needed, individually or in groups.

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](#).)

Collaborative teams support teachers in improving educational outcomes for all students 6-8 at MS534, by meeting together to make decisions leading to improve students achievement. Teaming structures vary and could consist of teachers, administrators, and other educators. Team plan for students success through Data analysis, curriculum planning, shared of by best practices, and discussion of intervention strategies.

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

To assist our students in developing their linguistic and cognitive skills and achieve higher academic performance, teachers plan in such way to continue development of the child's language by giving them books to work with in both English and their own languages other plans include the following:

- Collaboration between classroom, content area and ESL teachers to create an integrated curriculum that will accelerate English language acquisition and develop the students' cognitive and academic skills.
- Analyze our ELLs' performance data through ARIS to make sound educational decisions.
- ESL teacher and cluster teachers will implement the sheltered English approach to deliver academic content area instructional support for the ELLs.
- Ensure that teachers analyze and use all available data that help identify students' strengths and weaknesses to differentiate instruction.
- Use of bilingual dictionaries and content area glossaries, especially, in grades 6, 7 and 8.
- Provide and encourage teacher participation in professional development opportunities focusing on instructional strategies for ELLs and technology standards-based online programs.

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?

Paste response to questions here:

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

The success of the ESL program at MS 534 is measured based on ELL students' NYSESLAT results, their movement from one proficiency level to other, and across the four English language modalities. Also, we analyze all data available across the grades, for example, results of Acuity, Math and ELA predictives, among others. We expect all ELLs to make yearly academic progress on all State and Citywide assessments in literacy, math and other content areas as well as on the NYSESLAT.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
A Licensured Pedagogue or ESL teacher trained in ELL identification is always available to administer and assist parent with both the HLIS form as well as conducting the interview in English and in the child's native language, (an interpreter if available is summoned to assist), then a formal initial assessment. If the child is identified as an eligible candidate for ESL instructional services after the initial screening process, the ESL teacher administers the child the Language Battery Assessment (LAB-R) within ten business days of the child's enrollment in the school. The LAB-R test is then hand scored to determine if the student is an English Language Learner scoring at the beginner, intermediate or advanced level, or if he/she is English Proficient (not entitled for ESL services). Formal scores are shown in the ATS system at a later time. Furthermore, if the student is an English Language Learner and speaks Spanish, the Spanish LAB-R is given to the student by a qualified pedagogue proficient in the language. All eligible ELL's that are identified in ATS ,(RLAT) are given the NYSESLAT yearly in the four modalities which are reading, speaking, writing, and listening until they test out.

The New York State English as a Second Language Achievement Test (NYSESLAT), a test developed by the New York State Education Department to measure the English Language Arts (ELA) proficiency levels of ELLs, is administered each spring. The NYSESLAT scores are used to determine if the student is already English proficient, or if he/she is an ELL at Beginning, Intermediate or Advanced English proficiency level. Additionally, students are given periodic assessments throughout the school year to prepare them for the NYSESLAT. The results are printed out from the ATS in August/September and carefully reviewed by the administration and the ESL teacher. The students' data which includes their proficiency levels in the 4 modalities: reading, writing, speaking and listening is used to plan the instructional goals during the coming school year. The parents of students who achieved English proficiency, therefore, no longer entitled to ESL services, receive a Non- Entitlement letter from the ESL teacher, but if the parent request that the proficient student be given some more time, it can be granted. ELL students are grouped for ESL services according to their grade and English proficiency levels on the LAB-R or the NYSESLAT (Beginner, Intermediate or Advanced).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
2. The NYC school system provides for crucial parental involvement of newly admitted English Language Learners. There is a multi-step process that ensures the identification, appropriate placement and support services for ELLs at the school level. Parents are asked to decide which program best meets the needs of their children through their participation in several activities. Initially, the HLIS is distributed to all parents according to their home languages. Then parents receive the Guide for Parents of English Language Learners and the Parent Survey and Program selection form, all in their home languages as well, along with an invitation to a Parent Orientation meeting. At that time, the ESL Teacher informs parents with clarity and objectivity the three bilingual program choices available in the NYC public school system: Transitional Bilingual, Dual Language or Freestanding ESL. A parent orientation CD is available in nine languages to effectively inform parents of newly registered ELL students and their program choices. Parents are also provided with information on the State Standards, assessments, school expectations and the general requirements of the ESL programs at MS534. Finally, children are placed as indicated in the parents' program selection forms. If the Program the parents want is not in this school they are informed how to find the right school with the specific program. All meetings are translated in Spanish, French, Arabic, Haitian Creole and any other parental home language, when a translator is available. The entire process including orientation and student placement is completed within 10 school days of admission.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per

CR Part 154 [see tool kit].)

The LAB-R is administered to a newly registered child within ten days when the HLIS indicates a home language other than English. If the LAB-R result is below the cut off score the child is entitled to receive ESL support services. At the beginning of each school year, entitlement and non-entitlement letters are given respectively to parents of English Language Learners and English proficient students in their home languages.

MS 534 ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. The submitted forms are thoroughly reviewed by the ESL Teacher in order to conform with parental choices. Copies of parental letters are kept on file. Parental concerns and/or unavailable program requests are brought up to the attention of the school administrators. When parents can't attend the Orientation and the Parent Survey and Selection forms are not returned, the ESL teacher follows up via mail and /or phone calls if necessary. Again, parents of ELL students are provided with translation and interpretation services as needed, and the documents are provided in both English and their native language.

As required under Part 154, parents of newly enrolled ELLs are invited to two additional informational meetings. Parent-Teacher Conferences including Open School Nights are held in the Fall and Spring semesters to meet with staff members to discuss student performance. Recognizing that the parents of ELL students face their own challenges in transitioning and adapting to a new culture and school system coupled with their own need to build confidence and capacity to support their children in school, we continue to build on our current Parent Involvement Activities.

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.

The criteria and the procedures followed to place newly identified ELL students in the ESL Instructional Program available at MS534 include as follows: Informing parents about their children's placement in a timely manner and in their home language; placement letters are distributed to parents and when they are returned letters are kept in a secure place, continued entitlement letters are sent out in their native language. MS 534 conforms with parent choice based on the three programs available in NYC: TBE, DL and ESL. When parent made their choice the ESL teacher update the ELPC screen in ATS within 20 days. There are grouping of all ELLs according to grades and proficiency levels (Beginner, Intermediate or Advanced) as determined by the LAB-R or the NYSESLAT results; and inviting parents of ELLs to two additional informational meetings as required under Part 154: Parent- Teacher Conferences/Open School Nights. In addition, the Parent and ESL Teacher organize monthly parent workshops, PTA meetings, and/or Family Fun Activities.

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.

In our Freestanding English as a Second Language program which includes the ESL Push-in/Pullout models, ESL instruction focuses on the achievement of English language proficiency in the four modalities: listening, speaking, reading and writing, through the use of specific instructional methodologies. In the aforementioned programs, highly qualified ESL certified teacher effectively plan rigorous daily instruction in all content areas to guide students in achieving and exceeding the New York State Core Curriculum Standards. As a result, ELL parents have been content with their final choice and are reluctant to leave MS 534.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- The ESL program model offered at MS 534 is aligned with parental requests. To continue aligning parental choice with our program offering, we make every effort to adequately disseminate all initial and ongoing parental information to build a more trusting and positive relationship. As we promote ELL parental school involvement throughout the year we maximize the academic performance of our ELL student population in Freestanding English as a Second language program.

Part V: ELL Programming

A. Programming and Scheduling Information

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

Our program implements Freestanding English as a Second Language (ESL) which includes ESL Push-in/Pullout ESL instruction. All classes are grouped heterogeneously with mixed proficiency levels. The language of instruction is English. All ELL students in classes Grades 6, 7, and 8 receive ESL instruction by ESL certified teacher as a part of their language development and daily academic instruction. ELLs receive ESL instruction through the Push-in/Pullout model. The LAB-R and NYSESLAT results are used to plan program instruction. Students who are at beginner or intermediate levels receive 360 minutes a week of ESL services and advanced ELL students receive 180 minutes a week as per CR Part 154. The program follows the heterogeneous model in ESL and the homogeneous model by language proficiency within age parameters in the Push-in/Pullout program. The ESL program model helps ELL students to achieve English language proficiency and attain the standards established for all students for grade promotion and graduation.

The primary goal of this program is to meet the Common Core Learning Standards and provide all ELLs with rigorous, culturally responsive instructions, amplify the literacy and cognitive/academic skills of ELLs by incorporating recognized and researched based ESL instructional strategies across content subject areas so they can perform at city and state grade levels. ESL strategies include but are not limited to: scaffolding, TPR, songs and chants, repetition, graphic organizers (i.e. tables, flowcharts, graphs and story maps), modeling, interactive read aloud, retelling, sequencing, language experience approach, academic accountable talk and use of picture dictionaries. STAMS series and STARS series support differentiated instruction to enhance the cognitive linguistic and academic growth of our ELL students. The latter participate in read alouds, independent reading, shared and guided instruction and mini-lessons. ELL students work with challenging and authentic activities that meet their unique learning styles and participate in special events that recognize the diversity of their cultural backgrounds. In addition, we address the students' different learning styles and English language modalities through the use of our computer lab, and white boards to meet their multisensory (i.e. visual, auditory and kinesthetic) learning needs. Through various Learning Programs, STAMS Math series/ STARS Reading, Finish Line Reading programs our ELLs are expected to excel in the Common Core curriculum.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ESL teacher ensures that the mandated number of instructional minutes are provided according to the proficiency levels of our ELLs. The schedule of our ESL students is provided to our principal who approves it. In compliance with CR Part 154, ELL students who are at beginner or intermediate levels receive 360 minutes a week of ESL services and those that are at the advanced level receive 180 minutes a week. The program serves all students with Limited English Proficiency (LEP) until they achieve proficiency in the English language. These students are given at least 2 ELA(45min) instructional minutes a week. ELL students receive ESL services by their ESL certified teacher through collaborative planning for small groups, ESL instruction, through a Push-in/Pullout Model. In addition, ELL students in grades 6, 7, and 8 participate in our After-School programs. The content area subjects of the Common Core Curriculum for all students includes as follows: Literacy, math, science, social studies, health, technology, gym education, art and music. MS 534 program is taught 100% of the time in English.

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.

All English language learners receive the same academic content as those who are native English speakers. To ensure our students' academic progress in the ESL programs, we utilize collaborative Common Core Curriculum planning between ELA, Math and other content area classroom teachers, clusters and ESL support service teacher. This means that beyond explicit ESL collaboration between teachers also taken into consideration are the language needs of ELLs. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms along with visual aids to clarify meaning. Also math teachers devote extra class time to untangling difficult word problems. Social Studies teachers scaffold their instruction with visual aids such as maps, atlas and illustrations to increase comprehension. Our computer lab and white boards are also used to address the ELLs learning styles.

To maximize the English language acquisition for ELL students, the ESL teacher utilizes ESL instructional strategies to deliver content area and/or small group instruction. Scaffolding is an essential part of the instructional delivery for ELLs. ESL strategies include but are not limited to: TPR, songs and chants, repetition, graphic organizers (i.e. charts, flowcharts, tables, story maps and graphs), modeling, interactive read aloud, retelling, language experience approach and academic accountable talk. STAMS Math series and STARS Reading series all support differentiated instruction in targeting our ELL students. Students participate in shared, guided and independent reading instruction and many opportunities for active meaningful engagement. While we emphasize the learning of English as quickly as possible teachers are cautious that students maintain their home language by encouraging them to read, speak, and write in their home language. Teachers provide all types of literature for example, dictionaries, glossaries, text books, storybooks, and many other things. Students are also encouraged to speak to each other in their native language.

Our performance data on ELA shows that our ELL population needs to work on their academic language skills along with test taking strategies. Therefore, teacher of ELLs will be focusing on academic vocabulary development, and reading comprehension and writing skills during classroom instruction. The performance on standardized tests also informs future planning for teachers of ELLs. In addition, the teacher will be assisting students during work periods, conferencing with students in and out of class, doing informal assessments, and running records. Additionally, teacher does small group sessions during, before and after school that focus on literacy and academic language prior to all state assessments. Technology is also used to promote ELL achievement and progress.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

When a new student is registered in our school the parent completes the Home Language Identification Survey to identify the child's home language. If the child is identified as an eligible candidate for ESL services he/she is administered the LAB-R. Further, if the child's home language is Spanish and the child does not score above the cut off score, then, he/she is administered the NYS Spanish Lab.

Additionally, ELL students in grades 6, 7, and 8 take the NYS Math and Science Assessments once enrolled in NYCDOE public schools. These students are entitled to use glossaries, test translations or a translator, if the test translation is not available.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

By providing all types of learning tools to help our students to learn English in all four modalities of English acquisition. They are given several assessments in all four modalities which are used to monitor their progress. Students generally try to compete because the teacher uses a lot of competition in the class.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving services 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).

The English language learner (ELL) population consists of many subgroups, and they all require differentiated instruction:

a) Plan for SIFE:

The SIFE population in our school is supported with the resources as follows:

- Academic intervention services as an extension of the regular ESL school program.
- Individualized student needs assessment.
- Differentiation of instruction in all areas.
- Grade appropriate instructional support materials.
- Ongoing communication with parents to monitor their children's progress.

Once SIFE students are identified, MS 534 monitors their English language development and scores on the NYSESLAT, ELA and Math assessments. Our school provides support in all content areas to differentiate instruction for literacy needs. MS 534 provides all existing support structures such as ESL, AIS, and Speech to SIFE students as needed.

b) Plan for Newcomers:

When a new student is registered in our school, we facilitate the transition with the resources as follows:

- A "buddy system" in which we identify a similar student in his/her class who will assist during the day. For example: a student who speaks the same language to help him/her in the classroom.
- A formal parent orientation and an informal student orientation. Informal assessments are used to identify possible intervention programs.
- Home and school communication in the native language is an important factor for our newcomers.

The newcomers who have been in US schools for less than three years are provided all available support services and differentiation of instruction in all areas as needed. Students who arrive in 6th grade or later are required to take the NYS Math assessment, however, students take the NYS ELA test after one year. In addition to ESL support services, ELL students are required to participate in our after school programs. We provide all newcomers adequate support while preparing them to take the NYS ELA, Math and Science Assessments. Word to word dictionaries, bilingual dictionaries and glossaries are provided to support ELL students on the Math and Science city and state assessments and translated versions of the test can be used as available. Otherwise, we provide a translator when the test has not been translated in students' native language. Students may also work in small groups with their classroom teachers to target specific areas of need, especially, for test taking skills practice.

c) Plan for ELLs receiving ESL support services 4 to 6 years. An extension of services is requested for ELL students between 4-6 years and Long-Term ELLs. Same support structures as above are provided.

d) Plan for Long Term ELLs:

In Middle schools up to high school we have more long term ELLs than those in lower grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is on reading and writing. Our action plan for this group involves:

- Monitoring the students' progress in all content areas to differentiate instruction and accelerate their English language development and cognitive/academic skills. Former ELLs will be supported in their writing by being picked up sometimes for writing since writing is mostly problematic for most ELLs. These former ELLs will be given testing accommodations for two consecutive years.

- Ongoing communication with parents to monitor their children's progress.

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?

. ELL-SWDs follow the Common Core Curriculum as required for all students in the school. MS 534 literacy and math instruction is provided with STAMS and STARS series among others. We differentiate instruction based on the students' language and academic profiles. For example: STARS and STAMS series provide strategies to differentiate instruction including a variety of academic learning activities that enhance the students' ability to learn the content. We also address the students' different learning styles and English language modalities in the computer lab, and white boards to meet the multisensory (i.e. visual, auditory and kinesthetic) needs.

The school does periodic student progress monitoring through formative and summative assessments including RTI's AimsWeb to identify and provide instructional support and/or intervention services that students may need to accelerate English language development and academic performance. Targeted interventions for ELL-SWDs in Math, ELA and other areas include as follows: SETSS, ESL, AIS, Literacy and Math after-school, Speech and language, and Guidance counseling.

MS 534 provides ESL services as per CR Part 154 to its special education students. ESL program under the guidance of the Principal-Ms Sandusky

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?

MS 534 policy for:

- Collaboration between the classroom and ESL teacher, school psychologist, social worker, child study team and service providers.
- Monitoring newcomers and/or SIFE students for possible special needs status.
- Ensure that teachers of students with IEPs are familiar with the students' specific needs and that all services are provided as per IEP mandates.
- Ongoing communication with parents to monitor their children's progress.
- Support for ELL X-coded students and assisting teacher through articulation.

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 |
|--|-----------|--------------|----------|
|--|-----------|--------------|----------|

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

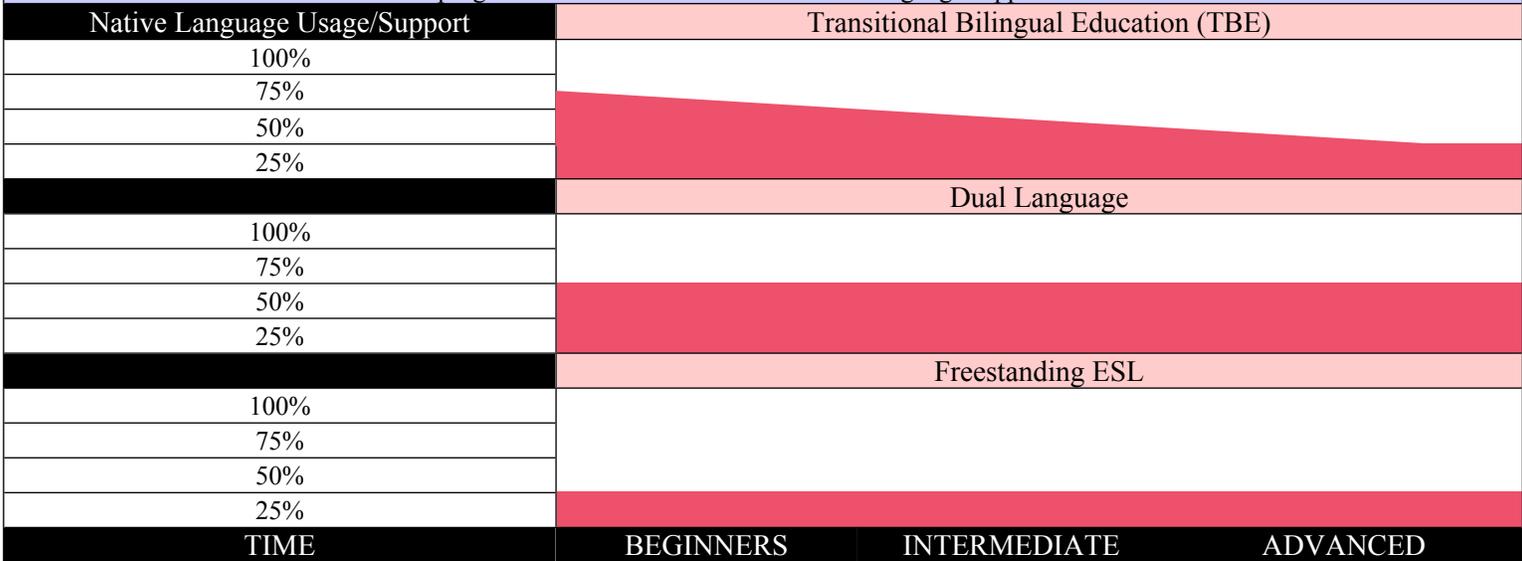
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Targeted intervention programs for all ELLs at MS 534 in Math, ELA and other areas are as follows: SETSS, ESL, Literacy and Math After-School, Wilson, Occupational and Physical Therapy, Speech and Language, and Guidance counseling. The language of instruction and/or services is English. In our school there is one bilingual para who is assigned to work with ELL students with IEP so she can serve as translator. We conduct IEP evaluations and parent meetings in both English and Spanish for our students with special needs. Both the ESL program and classroom teachers provide interventions in the science, and social studies classroom. All teachers constantly monitor students' understanding of the content material and differentiate the instructions to develop the students' English language proficiency in the four modalities: listening, reading, writing, and speaking. For example: They guide students to read, write, listen, ask questions, think and use the academic language to express themselves and scaffold their learning. Briefly, they engage students in a variety of meaningful, respectful tasks, that are designed according to the students' needs and preferences. Literacy and math instruction are provided through ESL methodology in alignment with NYS Common Core Learning Standards for English language learners and the NYC/NYS Common Core Curriculum.

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

The current Program for ELLs are working effectively and it is meeting the needs of most of our ELL students. The Program in place now is being monitored every week by the ESL teacher. The students will have to be monitored on a day to day basis to see what is working for each child. The students are supposed to finish certain amount of work for the week and if this is done in a timely manner, students are rewarded at the end of the week. The monitoring of students progress is very important and this encourages the students to work harder.

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

We also address the students' learning styles and accelerate English language development through the technology based resources support to differentiate instruction and enhance ELLs' cognitive skills, linguistic and academic growth.

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

None of the services and programs will be discontinued because they are all working very well for the uplifting of ELLs.

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

All ELLs have equal access to the school programs and supplemental services offered in our building. These include: ESL, SETSS, guidance counselor, parent coordinator, speech and language therapist, psychologist, Literacy and Math After-School, Saturday school, Music Mentors and all technology related skills and language development programs. We provide additional after-school programs on NYS ELA and Math test preparation for ELL students in grades 6, 7 and 8. Additionally, we implement several after-school state support services (i.e. Brienza and READ).

In order to support learning and foster community involvement, we are looking for Sponsors in the community big businesses so that Parents of ELL students could come to the school throughout the year to take part in community celebrations, the school-wide events and parent workshops. These events include: book sales, Hispanic Heritage Celebration, African American History Month, 100 Days of School, holiday assemblies/celebrations and graduation ceremonies, among others. Also, our school organizes many school trips in which parents often participate. Translation and interpretation services are offered to increase the involvement of parents in the school community. After school is a program offered to students who need extra help in their work. At MS 534 students are grouped for after school classes in different groups for different subjects Math and ELA. Students are able to work for one to two hours per evening.

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

Instructional Materials:

The Balanced Literacy Model is used to support differentiated instruction in targeting our ELL students. The new curriculum starting this year, the Common Core. The students participate in read aloud, independent reading, shared and guided instruction and mini-lessons. We implement the research-based Treasures English language arts program. ELL students use leveled libraries

according to their linguistic and academic profiles. In addition, we implement STAMS Mathematics STARS, the curriculum mandated by the New York City Department of Education which also provides strategies to differentiate Math and ELA instruction.

We enhance ESL instruction through computer software and our students use these programs to improve their vocabulary, phonics and comprehension skills in English. Picture dictionaries and bilingual glossaries/dictionaries are used frequently in the ESL instruction. Additional materials used to familiarize ELL students with the state assessments include: Getting Ready for the NYSESLAT, STARS series and STAMS series. Technology is also used to accelerate ELL students' English language development.

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

At MS 534 there is native language support in the ESL classes. Students are allowed to use their native language with the teacher and/or peers to express understanding or ask for clarification. Books in the different languages, Weber dictionaries, picture dictionaries and bilingual dictionaries/glossaries are available to support instruction. As a testing accommodation, translated editions of some tests and bilingual glossaries are provided when taking State content area examinations.

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

The required services support and resources correspond to ELLs' ages and grade levels. ELL students acquire and develop English language skills while meeting their grade and age level standards in literacy and the content areas. ELL students' periodic progress monitoring through formative and summative assessments is used to drive ESL instruction in the four English language modalities: speaking, listening, reading and writing.

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.

We conduct parent orientations as soon as students are enrolled, identified and entitled to receive ESL instructional services. There are also meetings with the parent coordinator, ESL teacher and the school's secretary as translator. The ESL teacher conduct oral interviews with parents, gather documentation upon registration and discuss the child's placement. All meetings are translated for parents in Spanish and other languages when a translator is available. All parents are invited to parent-Teacher Conferences/Open School Nights in the Fall and Spring semesters to meet with staff members to discuss student performance. The activities of newly enrolled ELLs are on the day they enter school, they are taken by the ESL teacher to view the new school compound and to name and get acquainted with school facilities.

18. What language electives are offered to ELLs?

Students are permitted to use their native language with each other. Bilingual dictionaries/glossaries are provided that can be used in the classrooms as well.

19. For schools with dual language programs:

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

Paste response to questions here: 0

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. Professional development is a key component in targeting our ELL students' needs. It is mostly provided by Oell Network, the Children First Network and the NYCDOE Office of English language learners. Workshops and conferences have included: Common Core Learning in Math, and ELA. Designing Exemplary practices for ELLs, Beyond Assessment: Data Driven Instruction for ELLs, Providing Native Language Support to ELLs, Content Area Strategies for the Mainstream Teacher of ELLs and improving ELLs Outcome. Other in-house professional development agendas and activities that address the integration of strategies in meeting the needs of ELLs include grade meetings and faculty conferences. Teachers also attend technology training sessions to capacitate themselves on how to use the software programs and online resources available. Some of our programs available include: Skills Tutor, Destination Math/Reading, Renzulli Learning and Rosetta Stone. Students use technology to accelerate their English language development. On the other hand, teacher training on Promethean white boards increase the resources that teachers have to differentiate instruction.

2. The Oell Network, the Children First Network and NYCDOE Office of English Language Learners are all offering Professional development to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards.

3. The parent coordinator and the guidance counselor(the Dean) and ESL teacher provide all parents and students the necessary information about middle schools' requirements and placement. These staff members help ELL students to make the proper school choice as they transition from elementary to middle school. Our staff is also organizing Career Day to introduce and familiarize students with different occupations and professions that can help them make the right choices.

4. The minimum 7.5 hours of ELL training is given for all staff as needed. Every year, the Parent coordinator, ESL teacher, the secretary, guidance counselor, special Education teachers among others go to Children First Network and the NYCDOE Office of English language learners who provide numerous ELL workshops and other professional development opportunities. All classroom teachers receive instructional support in ESL methodology too. Attendance is taken and records are kept in the teachers' files.

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?

Questions :1 2 3 4

Parent involvement in our school is a key component of our yearly planning. School orientations are provided for parents of newly registered ELLs by the Parent Coordinators and ESL teacher to provide them with information about the ESL programs at MS 534. Parents are informed of program descriptions, instructional requirements and school expectations through an orientation video, parent guides and other literature in the parents' home languages.

As required under Part 154, parents of newly enrolled ELLs are also invited in the Fall and Spring semesters to Parent-Teacher Conferences to discuss student performance. Information shared with parents of ELLs includes: The Language Allocation Policy; the NYSESLAT, ELA, Math, and the Science State Tests; testing exemptions, modifications and accommodations for ELLs; and the grade promotional policy. All meetings are translated for parents in Spanish and other languages when a translator is available.

Recognizing that the parents of ELL students face their own challenges in transitioning and adapting to a new culture and school system coupled with their own need to build confidence and capacity to support their children in school, we constantly build on our parent involvement activities. Parents are invited to participate in monthly PTA (Parent Teacher Association) meetings and workshops. For example: computer workshops include Creating GoogleDocs, Getting to know different websites that can help their students at home, also Using My Skills Tutor and Destination Read/Math. This year we will be training parents to use Achievement Reporting and Innovation System (ARIS) online to access important performance information about their children. Other parental activities include the Saturday school Academy to learn english, holiday celebrations, NY Cares, school assemblies, and graduation ceremonies.

Parental needs are evaluated through formal interviews and informal conversations during parent-teacher conferences, workshops, school events, and PTA meetings. Staff and the administration made every effort possible to answer any questions and concerns that parents may have. Parents provide valuable information about their children, their background, strengths and weaknesses, behavior and academic work as well as their socio-economic situation. We work closely with them, for instance, when we have to make referrals for different services based on the students' needs.

4. Because parents are essential members of our school community parental involvement activities always address their needs. We work closely with them to monitor student academic progress and ELL students' development of English language proficiency.

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: The Academy of Instructional

School DBN: MS 534

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------------|----------------------|-----------|-----------------|
| Ativia Sandusky | Principal | | 10/16/13 |
| | Assistant Principal | | |
| Eric Hargrove | Parent Coordinator | | 10/16/13 |
| Doreen Headley | ESL Teacher | | 10/16/13 |
| Debra Sanford | Parent | | 10/16/13 |
| Danta Forde | Teacher/Subject Area | | 10/16/13 |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| Donald Dobson | Guidance Counselor | | 10/16/13 |
| Nancy Ramos | Network Leader | | 10/9/13 |
| Ann-Marie Bancroft | Other | | 10/16/13 |
| | Other | | |
| | Other | | |
| | Other | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 534 School Name: Academy of Instructional Technology

Cluster: 5 Network: 533

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

Part A: Needs Assessment Findings

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

To ensure that all parents are provided with appropriate and timely information in a language they can understand, several steps are taken. First parents fill out the Home Language Identification Survey. In this survey parents state what language(s) is (are) spoken at home. The data gathered from these surveys is then entered on ATS. When parents are sent written information home, they receive it in English and in some cases, the information may be translated into their native language. For lower incidence languages that have no written system, they receive written information in English only. Oral interpretations are the means of communication in order to provide parents any information related to their children's educational options and achievement.

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.

Some findings in our school's written translation are the majority of our non-English speaking parents speak Spanish at home. Arabic, and French are other majority groups. Few parents speak African dialects such as: Fulani, Swahili, and Haitian Creole. Some parents do not understand English and rely on oral interpretations and written translations to understand school related information. Within the first ten days of school, the Home Language Identification Surveys are read by the ESL teacher who informs classroom teachers of families who speak a language other than English at home.

Part B: Strategies and Activities

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

For the parents in our school who speak Spanish, we have school staff who are literate in Spanish and collaborate in translating documents. These documents include- flyers, letters, report cards and consent forms. In order to communicate with Arabic, Haitian Creole and French speaking parents, documents are sent to the Translation and Interpretation Unit if there are no staff who are literate in these languages and upon return, they are sent home to parents. Sometimes the ESL teacher Google Translate the information.

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.

Spanish speaking school staff is available to make oral interpretations via phone calls or during parent visits to the school for meetings and workshops. The Translation and Interpretation Unit services have been also utilized for oral interpretations (e.g., during parent meetings with teachers and parent-teacher conference night.) Parent volunteers who work with the African Services Committee are available upon the school's request to come in to our school to provide oral interpretations for parents who do not speak the languages covered by the New York City Department of Education (e.g., Arabic, Fulani, French, and Haitian Creole.)

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In order to fulfill the requirements for translation and interpretation services, our Parent Coordinator welcomes parents, and visitors, then provides information in the covered languages from the Department's website and the African Services Committee and explains how to access these services.

