



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: MIDDLE SCHOOL 584
DBN (i.e. 01M001): 16K584
Principal: GILLEYAN J. HARGROVE
Principal Email: GHARGRO@SCHOOLS.NYC.GOV
Superintendent: EVELYN SANTIAGO
Network Leader: DR. KAREN AMES

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
Rue Mann	*Principal or Designee	
Kimberly Boynton	*UFT Chapter Leader or Designee	
Natalie Cooper	*PA/PTA President or Designated Co-President	
Nicola Hall	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jean Chester	Member/ Teacher	
Lashonda Randolph	Member/ Teacher	
Marcus Jeffery	Member/ Teacher	
Tiffany Grinnage	Member/ Parent	
Anita Harris	Member/ Parent	
Denise Gilliam Hoffman	Member/ Parent	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. 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).

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

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

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 14 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
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Priority Schools Only

	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 16K584

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	128	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	8	# Music	7	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	91.1%	% Attendance Rate		90.2%	
% Free Lunch	90.6%	% Reduced Lunch		6.7%	
% Limited English Proficient	6.7%	% Students with Disabilities		32.9%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.3%	% Black or African American		81.9%	
% Hispanic or Latino	14.1%	% Asian or Native Hawaiian/Pacific Islander		1.3%	
% White	1.3%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	5.22	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	4.8%	% Teaching Out of Certification		14.3%	
% Teaching with Fewer Than 3 Years of Experience	9.5%	Average Teacher Absences		7.1	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	4.1%	Mathematics Performance at levels 3 & 4		3.5%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		29.0%	
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			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
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.				
Our school was able to leverage our goals to greatly impact our underperforming students. We were able to make the shifts in Mathematics and English Languages Arts accessible to this population of students that made up the majority of the school. Teachers were able to promote more participation from our lower performing students. When conducting observations, our feedback was highly concentrated on meeting expectations of the Common Core Curriculum and methods to bridging the content gap that was present for the bulk of our school. These observations were timely, regular and were always followed by feedback.				
Describe the areas for improvement in your school's 12-13 SCEP.				
Though our school was able to make gains in Progress, we still had an inability to meet the expectations of proficiency for the majority of our students. The shifts we made in Math and ELA needed to be more focused in major content areas within the two subjects. Although, the entire city saw losses in the number of proficient students, our losses dropped us into single digit values for that metric in Mathematics and English Language Arts.				
Ultimately, we have to improve the level of expectations for our students and give more instructional focus to our better performing students. We have to ensure a focus on major content areas in Math and ELA for each grade is greatly improve to make a larger impact on School's Overall Proficiency. We also have to increase the effectiveness of data review to better make instructional adjustments to garner higher academic achievements from our students.				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
The barriers and challenges were implementing the inquiry process and disaggregating data.				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
The implementation of the SCEP has been successful because we were able to stay connected to our goals and the progress being desired. There was a more concentrated focus in observing instruction and giving meaningful feedback. Additionally, students were provided with more emotional-social support through mentorship.				
To move forward from the 2011-2012 Progress Report, a great emphasis was placed on increasing the effectiveness of the school's peer range percentages for Progress metrics. The efforts throughout the school year showed immediate results on the following 2012-2013 Progress Report. In the Student Progress Section of the Progress Report, our school was able to raise our Median Growth Percentile for School's Lowest Third by over 13 points for both the ELA and Math subjects. We were also able to make a nine point gain for our Median Growth Percentile for English. These gains increased our Peer Range Percent over 20 percentage points in the three categories prior mention metrics in the Student Progress section. These gains in progress also greatly impacted our Closing the Achievement Gap Section. All eight metrics under the "Percent at 75th Growth Percentile or Higher" had an increase of 16 percentage points or greater for our school's results. The greatest gain of these metrics was in the Black and Hispanic Males in the Lowest Third Citywide, where we saw a 36 percentage point increase.				
Progress was not the only show of growth we experienced. All five metrics in the School Environment section of the Progress report increased from 2011-2012 to 2012-2013. The Communication metric was our biggest improvement going from 7.0 in 2011-2012 to 8.6 in 2012-2013 and being the highest score for that metric in our peer group and in the city.				
These developments are stepping stones to greater improvements to our school and serve as a blueprint to greater overall academic success.				
Were all the goals within your school's 12-13 SCEP accomplished?			<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If all the goals were not accomplished, provide an explanation.				
Did the identified activities receive the funding necessary to achieve the corresponding goals?			<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.			
The anticipated barriers and challenges in developing and implementing this year's SCEP:			
<ul style="list-style-type: none"> • Supporting the implementation of new curriculum • Providing professional development to support the implementation of new curriculum 			
List the 13-14 student academic achievement targets for the identified sub-groups.			

- Level 3 and Level 4 starts along with students that fall in the High 2 Range to impact your overall proficiency, thus impact your Performance section of the next Progress Report.
- Bottom third for each grade with emphasis on SWD, these students are essential to major points in the Progress Section.
- Another major area for focus are your Level 1 and SWD students as the make up nearly 70% of the school.

Describe how the school leader(s) will communicate with school staff and the community.

Information will be communicated via staff meetings, email correspondence, newsletters, team meetings and one on one sessions with teachers.

Describe your theory of action at the core of your school's SCEP.

If we adopt a new literacy and math program then our students will be stronger readers and writers and will have stronger mathematical skills.

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

ELA and Math teachers will be provided with Professional Development through external support, on-site coaching and Professional Development from Ready Generation consultants and teacher team planning sessions.

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

- The plan focusing on the focus on SWD
- Focus on literacy and math

Focus on training teachers for the two new curriculums through professional development

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

Teachers meet weekly in teacher teams organized by content with focus on planning aligned lessons to CCLS. Teachers are assigned leadership roles, sent to off-site workshops and conduct turn-key workshops with school staff. Structures have been created to promote teacher leadership and decision making capacity to plan academic tasks that improve classroom instruction and increase student learning. Administration meets with teacher teams weekly to share and discuss curriculum, data and instruction. Teams examine meaningful student work products and look for data trends and patterns.

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
Use the observation of classroom teaching with a research based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers.			
Review Type:	QR	Year:	2012-2013
		Page Number:	7
		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	X	2.3 Systems and structures for school development
	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, administrators will conduct a minimum of 6 informal observations, and provide meaningful written feedback, for each teacher using the Danielson framework for enhancing professional practice as measured observation schedules and observations entered in the Advance system.

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
<ol style="list-style-type: none"> 1. School leaders will meet weekly to observe all teachers, including special educators 2. Special focus will be placed on competencies 1B (Demonstrating Knowledge of Students), 1C (Setting Instructional Outcomes), 1E (Designing Coherent Instruction), 3B (questioning and discussion) and 3D (assessment in instruction) 3. School leaders will work with the network and a talent coach to norm observation rating and practices 4. Network coaches will conduct observations with administration
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Principal 2. Assistant Principal 3. Leader of Special Education 4. Network content specialists
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Observation ratings for each competency will be tracked 2. Lesson plans will be reviewed for evidence of differentiation and 3. Small Group Instruction tracking sheets will be reviewed for evidence of small group/differentiated work 4. Interim assessment data will be tracked for baseline data through end of year assessment data
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. September 2013 – June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Principal and Assistant Principal will create an observation schedule for the 2013-2014 school year that will reflect observation dates(pre – obs –post), HEDI rating and next steps. 2. Principal and Assistant Principal will complete 3 observation schedule according to teacher options (formal and informal - in cycles) and use data collection/observation sheet to norm ratings of teachers using Danielson’s Framework. 3. Principal and Assistant Principal will use Danielson’s Framework to observe and assess teacher instruction as it relates to the Teacher Effectiveness and overall student achievement 4. Principal and Assistant Principal will use Advance low inference note-taking system and give immediate feedback to teachers 5. Teachers will receive written feedback for all formal, informal and walkthrough observations including clear targets for improvement. 6. Principal and Assistant Principal will input ratings into the Advance data collection system.

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).									
4.1% of students performed at levels 3 and/or 4 on the May 2013 NYSED ELA assessment. This placed the school in the bottom quarter of it's peer schools and in the bottom 10% of city schools									
Review Type:	DOE Progress Report	Year:	2012-2013	Page Number:	3	HEDI Rating:	N/A		

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
	3.2 Enact curriculum				3.3 Units and lesson plans				
	3.4 Teacher collaboration		X		3.5 Use of data and action planning				

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, at least 20% of students will perform at levels 3 and/or 4 on the state ELA assessment as measured by the NYSED 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									
<ol style="list-style-type: none"> Teachers will analyze state assessment data Teachers will analyze administer interim assessments and analyze data Teachers will administer unit assessment and analyze data Teachers will determine which skills are lacking in a class/grade and embed these skills in upcoming lessons/units for reinforcement Teachers will engage students in small group instruction for identified areas of need Teachers will conduct individual conferences with students 									
B. Key personnel and other resources used to implement each strategy/activity									
<ol style="list-style-type: none"> Principal Assistant Principal Teachers Network content specialists Network data analysis specialist 									
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity									
<ol style="list-style-type: none"> Baseline and interim assessment data Unit assessment data State assessment data Conference notes Small group instruction tracking sheets 									

D. Timeline for implementation and completion including start and end dates
1. September 2013 – June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. A school representative will attend monthly network inquiry meetings
2. Teachers will meet weekly as a team to review assessment data
3. The principal and assistant principal will review interim assessment data with the teachers
4. Partner with Generation Ready consultant to support ELA teacher in planning, implementation and revision. Teachers will work with network instructional specialist and attend external professional development to use data from program to adjust, scaffold, and make necessary modification to current programs.
5. Complete a level analysis to identify proficiencies of students in ELA. Scores will be used as a baseline for student measurement in progress for 2013-2014.
6. ELA teachers will meet with Generation Ready consultant to review units, plan lessons, align pacing calendars, look at data and look at student work

Budget and Resource Alignment

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

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).										
Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, for a variety of learners and aligned to key State standards										
Review Type:	QR	Year:	2012-2013	Page Number:	7	HEDI Rating:	D			

Tenet 4: Teacher Practices and Decisions

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

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, teacher teams will create modified and aligned units of study for the new curricula used in ELA and math as measured by teacher team agendas and mid/end of year review of units of study									

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. Teachers will meet weekly and have an agenda prior to meeting									
2. Teachers will identify the lowest 1/3 of students as well as students at the highest performance levels for differentiation of activities									
3. Teachers will analyze assessment data to embed necessary content into upcoming units									
4. Teachers will analyze data to rewrite units of study for 2014-2015									
5. Teachers will analyze assessments (using tools such as the Hess Assessment Analysis Tool) to ensure alignment to the curriculum									
B. Key personnel and other resources used to implement each strategy/activity									
1. Outside Consultants									

2. Network content specialist
3. Teachers
4. School leaders
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Data analysis tracking sheets
2. Modified units of study based upon data analysis
3. Assessments
4. Rubrics
5. Lesson plans
6. Pacing calendars
D. Timeline for implementation and completion including start and end dates
1. September 2013 – June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Partner with Generation Ready consultant to support ELA teacher in planning, implementation and revision.
2. Teachers will work with network instructional specialist and attend external professional development to use data from program to adjust, scaffold, and make necessary modification to current programs.
3. Complete a level analysis to identify proficiencies of students in ELA. Scores will be used as a baseline for student measurement in progress for 2013-2014. (Focus on lowest third and special education students)
4. ELA teachers will meet with Generation Ready consultant to review units, plan lessons, align pacing calendars, look at data and look at student work
5. Special education teachers will meet with ELA teachers and Generation Ready consultant to review units, plan lessons, align pacing calendars, look at data and look at student work.
6. Teachers will focus on developing plans for differentiating instruction, developing rubrics and supporting lessons (from Code-X) with scaffolding.
7. Teachers will examine student work, student data to identify trends and patterns in student learning and revise and revise curriculum maps and lesson plans to meet all student needs.
8. Teachers will build their on body of professional knowledge around teaching and learning in general and in particular curriculum areas
9. Teachers will become more aware of what makes teaching more effective for students
10. Teachers will become more strategic in their instructional practice and differentiating instruction to cater to a range of learning styles and ability levels.
11. Teachers will align curriculum maps, pacing calendars and assessments
12. Support will also be provided via on line learning tools for teachers and school leaders.
13. Inter-visitations will take place in house and with other network schools

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

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).										
Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them.										
Review Type:	QR	Year:	2012-2013	Page Number:	7	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.

X	5.2 Systems and partnerships		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 create a pathway for students to build resiliency skills that will support their success in schools as measured by attendance rates, core course passing rates, promotion rates, and the student learning survey

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. Identify at-risk - overage students, chronically absent students and RTI tier students so that structured intervention plans can be created

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

1. Guidance counselor
2. SAPIS
3. SBST
4. Parent Coordinator
5. Counseling
6. In-Schools mentors

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

1. Student success roadmap
2. individual analysis report
3. school wide and class analysis report
4. attendance report
5. school behavior reports

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

1. September 2013 – June 2014

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

1. Purchase the Success Highways program
2. Key personnel will attend 3 professional development sessions to build understanding of the role on resilience in student achievement
3. Key personnel will support teachers in creating structures within their programs to support students in being successful.
4. Students will complete an on line assessment to identify early warning indicators such as attendance, behavior and coursework.
5. Students will study the objective definition of resiliency skill and create their on subjective definition of resiliency skill.
6. Students will participate in standards based classroom activities involving the skill (i.e. case study analysis, group discussion, research)
7. Students will view and reflect on personal resiliency data overtime
8. Students will create a personal action plan to overcome any resiliency deficiencies and galvanize resiliency strengths.
9. Teachers will focus on the unique strengths of each individual student and help them identify how they utilize these assets to overcome
10. Teachers will personalize their instructional approaches which create meaningful relationships while still fostering high expectations.
11. The six resiliency skill to be assessed and taught are valuing education, academic confidence, connectedness, stress management, health and well-being and intrinsic motivation.

Budget and Resource Alignment

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

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

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

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
--	---------------	--	---------------	--	--	--	-----------------------

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

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

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

Major Recommendation

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

The school creates a physically and emotionally secure environment in which everyone can focus on student learning

Review Type: QR	Year: 2012-2013	Page Number: 6-7	HEDI Rating: E
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Tenet 6: Family and Community Engagement

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

X	6.2 Welcoming environment	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.

By June 2014 create a physically and emotionally secure environment in which everyone can focus on student learning as measured by a decrease in occurrences of 3 percentage points

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. Work with over-aged and chronically absent students and their parents to stabilize their school experience with additional support through mentors and school support.

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

1. Principal
2. Parent Coordinator
3. Counseling
4. In-schools mentors
5. FAP mentors

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

1. Weekly and monthly attendance reports and tracking calendars
2. goal sheets for identified students
3. mentor reports

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

1. September 2013 – June 2014

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

1. Partner with P.S. 335 and the UFT Community Learning School project that provides extended services to parents and families through connections with community agencies.
2. Student Success Team (16K584 was selected as a model school for the Mayor's Attendance Program) will meet weekly to monitor attendance lateness patterns and behavioral facts that impact student learning.
3. Select student council members to encourage student voice in planning and decision making for the school.
4. Teachers will participate in professional development delivered by Community Learning School project.
5. Counseling in Schools will provide in class sessions to students and teachers on lateness and attendance and provide incentives for students who are making progress
6. Staff and student council will further develop the PBIS/P.R.E.S.S. school wide positive behavior system.
7. School will host monthly assemblies to celebrate attendance, timeliness and positive behavior.

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

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1.

C. Identify the target population to be served by the ELT program.

1.

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21st Century	Tax Levy	Title I SWP	Title I TA	Title I PF	C4E
	Title III	Title I SIG	PTA Funded	Grants	In Kind	

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

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

D. Are the additional hours mandatory or voluntary?

	Mandatory	Voluntary
--	------------------	------------------

E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

G. Are you using an ELT provider procured using the MTAC process?

	Yes	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

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			
Mathematics			
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.		
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.

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).

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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);

**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 584
School Name Granville T Woods Academy		

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 Gilleyan Hargrove	Assistant Principal Rue Mann
Coach	Coach type here
ESL Teacher Damali Weekes	Guidance Counselor Ariane Barnett
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Wanda James
Related Service Provider type here	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	1	Number of certified	0	Number of teachers who hold both content	0
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ESL teachers currently teaching in the ESL program.		bilingual teachers <u>not</u> currently teaching in a bilingual program		area and ESL certification	
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)	125	Total number of ELLs	9	ELLs as share of total student population (%)	7.20%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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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	Tot #
Transitional Bilingual Education (60%:40% 50%:50% 75%:25%)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	3

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)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	2						7		4	9
Total	2	0	0	0	0	0	7	0	4	9

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													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

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

TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____

Number of third language speakers: ____

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____

Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	4	2					7
Chinese														0
Russian														0
Bengali														0
Urdu														0

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									2					2
TOTAL	0	0	0	0	0	0	1	4	4	0	0	0	0	9

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B													
	I													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A													
	P													
READING/W RITING	B													
	I													
	A													
	P													

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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				# of EPs (dual lang only) scoring at each quartile			
	(based on percentiles)				(based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

To assess early literacy we use Fountas and Pinnell. It provides insight such as word count, number of different words, number of high-frequency words, sentence length, sentence complexity, word repetitions, illustration support, etc. This helps inform us what literacy skills have and what they need to learn.

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

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly students with disabilities. During 2011-12, our eight grade population was the largest one.

After reviewing the NYSESLAT data, the patterns revealed were:

- Speaking is in line with general abilities for the majority of the beginner, intermediated and advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is the case in the beginner and intermediate level ELLs.
- After looking at the NYSESLAT scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing some to remain on the advanced level.

The NYSESLAT information will assist instructional decisions, because it provides the ESL provider with the breakdown of each modality and each student's strength and challenges. Therefore the ESL provider is able to create effective lessons that target these challenging areas.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The NYSESLAT information will assist instructional decisions, because it provides the ESL provider with the breakdown of each modality and each student's strength and challenging area. Since Reading and Writing are the greatest challenge for the ELLs, instruction will be centered around these modalities in all subjects. The ESL provider will create effective lessons that target these challenging areas. Reading and Writing are taught as specific curricular and integrated into the content area.

4. For each program, answer the following:

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

Our school did not opt to use the Periodic Assessment in the last two years. We look forward to using the is assessment tool next year again to keep informed about the progress of our ELLs.

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](#).)

Progress monitoring data is used to make educational decisions about changes in goals, instruction and/or services as well as whether to consider a referral for special education services. When progress is monitored the expected rate of an ELL's progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention.

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

ELLs receive instructional interventions that utilize strategies that are research based. Teachers are provided with scholarly articles about ELL development which keeps them informed about how ELLs should be effectively instructed. In addition, teachers are provided with strategies and a list of resources that are effective strategies which should be incorporated into their instruction. Instruction is differentiated.

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 ESL teacher collects all data on the ELLs, studies the data by analyzing the yearly progress of each student and determines which areas show growth and which areas stay stagnant. The growth is indicative of the success of our program.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. Parents are given a Home Language Survey (HLIS) in their home language and interviewed by the ESL teacher. Bilingual staff support the translation service for parents and the ESL teacher when the parents are given the HLIS. If the child is identified as an eligible candidate for LAB-R testing, the student is tested. If the student's native language is Spanish, he/she is also tested using the Spanish LAB-R. If the student is eligible for the ESL services based on their score, the ESL teacher sends home an entitlement letter in their home language which is provided to parents to inform them about the child's identification. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child within ten days, parents participate in an orientation that describes various programs that NYC offers in order for their child to be timely placed. Parents also

view a parent information DVD in their home language where program placement options are presented with clarity and objectivity. This parent orientation DVD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. M.S.584 is proud to offer Freestanding ESL to conform to the parental choice selections.

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.

At the parent orientation, parents have the opportunity to view the in depth detailed DVD that describes the three program choices for ELLs. Program placement options are presented with clarity and objectivity. This parent orientation DVD is available in nine languages to ensure that parents understand all three program choices.

Parent brochures are disseminated in their native language to enrich the understanding each available program.

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 ESL Instructor distributes the entitlement letters to the teachers for their students to take home to their parents. The letters are followed up with a phone call to ensure that it has been received and read by the parents and confirm the scheduled orientation. Once parent shave been oriented and the Parent Survey and Program Selection forms are returned the schools stores these documents in a secure ESL file drawer in the ESL department. ELLs that will be continuing to receive service for the school year are given Continued Entitlement letters in their home languages to take home to their parents. The ESL Instructor makes copies of these and also securely stores them in the department.

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.

To place identified ELL students in ESL instrucion, after LAB-R testing takes place, an entitlement letter is provided to parents in their home language to inform them about the child' s identification. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child parents participate in an orientation that describes three programs for ELLs. Parents also view a parent information DVD where program placement options are presented with clarity and objectivity in their home language. This parent orientation DVD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program.

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.

M.S.584 generates the (RLER report) NYSESLAT eligibility report to ensure the eligibility of all students that are eligible to take the NYSESLAT. Letters about the upcoming NYSESLAT exam that is provided by the State of New York are sent home in the home languages of the students for their parents to be informed. The testing dates are carefully planned out and followed according to the state calendar. The students are scheduled according to the grade/ grade band of the NYSESLAT. The groups are picked up on consecutive days and administered each component of the exam for that day. Since the Exam is untimed, students are given as much time as needed to complete the exams.

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

After reviewing the Parent Survey and Program Selection forms, for the past seven years the trend in program choices that parents request is Freestanding ESL. ESL is aligned with our parent requests. In the future, if the trend changes and the population increases, we will build alignment between parent choice and program offerings by offering a Transitional Biligual Education 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])?

M.S.584 implements a Freestanding pull-out English as a Second Language (ESL) Program. Group models are alternated. Sometimes they are heterogeneous and other times they are homogenous. This choice of program had been the trend for the last seven years. The language instruction is aligned to ESL/ELA standards. Presently, NLA is not a part of our program because we do not have a Bi-Lingual program. In the future, if the trend moves toward a Bi-Lingual selection of program, we will expand our program. The primary goal of the program is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in the program.
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas.

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)?

Explicit ESL is delivered in the pull-out model through ELA instruction. The ESL instructor works closely with the ELA teachers to ensure that she is supporting the instruction that is going on in that class. Instruction is aligned with the CCSS and the content. The ESL Instructor frequently articulates with the ELA teacher to keep informed about instruction. The ESL instructor is also provided with the ELA curriculum map.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning. Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.

Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension

Teachers emphasize explicitly teaching forms of English e.g., vocabulary, syntax, morphology, functions, and conventions. They emphasize academic language as well as conversational language. Instruction incorporates reading and writing and does emphasize listening and speaking. Instruction integrates meaning and communication to support explicit teaching of language. Instruction is planned and delivered with specific language objectives in mind. The use of the home language is strategically used in instruction when necessary. Instruction in classes includes interactive activities among students and are carefully planned and carried out. Instruction provides students with corrective feedback on form.

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

If ELLs are eligible for LAB-R testing, when identified by their HLIS, if they are Spanish speakers, they are also administered the Spanish LAB-R to determine their language proficiency.

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

Students are assessed through summative assessments in all four modalities to ensure English acquisition. ELLs are evaluated with the end of year NYSESLAT and will be evaluated with the fall and spring Periodic Assessment.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Plan for Newcomers

In this school we have two newcomers. When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student and their parent to participate in all of our Supplementary Programs and After School activities.
- An informal assessment is provided to identify appropriate Academic Intervention Services.
- Home school communication.

b. Plan for SIFE

In this school we have no SIFE student. The SIFE population is little this year but in the future, if we do we will provide the following resources to facilitate the student.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials

- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.

c. Plan for Long Term ELLs

In our school we have four long term ELLs. Our action plan for the student/s involves:

- An after school program, targeting reading and writing four days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in all supplementary programs to enrich their language and academic skills

d. Plan for Special Needs Students

We have three special needs students. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services during school

The ESL teacher uses the Instructional Educational Plan as an important tool to plan and provide access to academic content areas and accelerate English language development. Each IEP is carefully reviewed and analyzed for effective planning. In addition, the ESL teacher speaks and collaborates with the classroom teacher to ensure that instructional strategies and grade-level materials are used.

e. For students who have tested proficient, in the future we plan to continue providing academic support and be monitored on a weekly basis. Students will still be provided with the mandated testing accommodations like the other ELLs.

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?

Teachers emphasize explicitly teaching forms of English e.g., vocabulary, syntax, morphology, functions, and conventions. They emphasize academic language as well as conversational language. Instruction incorporates reading and writing and does emphasize listening and speaking. Instruction integrates meaning and communication to support explicit teaching of language. Instruction is planned and delivered with specific language objectives in mind. The use of the home language is strategically used

in instruction when necessary. Instruction in classes includes interactive activities among students and are carefully planned and carried out. Instruction provides students with corrective feedback on form.

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?

Each IEP is carefully reviewed and analyzed for effective planning. In addition, the ESL teacher speaks and collaborates with the classroom teacher to ensure that instructional strategies and grade-level materials are used. The ESL teacher meets with teachers to co-plan IEP goals of the students. Together the teachers use the curriculum, instructional strategies and schedule for each student in order for them to both support the ELLs to attain proficiency within the least restrictive environment.

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

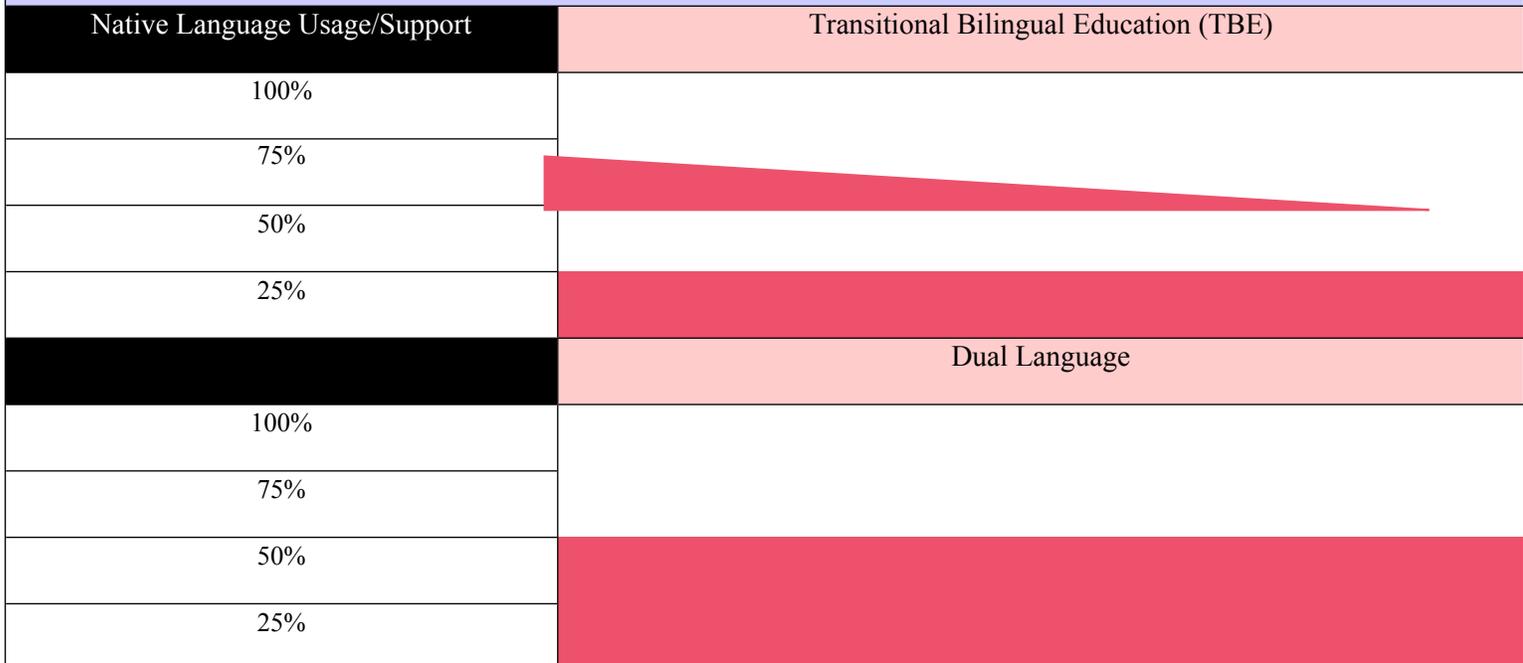
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

We ensure that we are meeting the needs of our ELLs and provide opportunities for them to achieve at high level areas as well as language development to inform instruction. After school home work help program in English is offered as an intervention for ELLs to support their ELA and Math skill acquisition. ELLs are included in standardized assessments under optimal testing conditions. In State assessments ELLs are given the testing accommodations allowed by State regulations.

Students are mixed by proficiency levels as well as by grades. Students are allowed by the staff to leave their classes and go to the ESL classroom, according to their scheduled time in order to receive their mandated minutes. In ESL, the content area subjects are delivered by the use of content area vocabulary and scaffolding techniques. The ESL provider frequently articulates with the teachers and plans lessons that support difficult vocabulary and concepts. The provider also shares these strategies with the content area teachers for them to use. These methodologies and techniques help the ELL student develop their Basic Interpersonal Cognitive Skills (BICS) in the beginning and their Cognitive Academic Language Skills (CALPS) later on, to meet the language needs of the English Language Learners. Students are allowed to use their native language with the teacher and/or peers to express understanding or as for clarification. Books in the different native languages are available to support instruction as well as for students to take home.

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 program here at M.S.584 is highly effective based on the progress, growth and language acquisition that the ELLs have achieved in both content and language.

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

For the upcoming school year we would like to consider subscribing to TimeLife for Kids, National Geographics for Kids, Rick Ranger Magazine and Easy English newspaper. These non fiction materials are great exposure to real life issues and reports that students can read. These materials will strengthen their language proficiency and literacy skills.

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

No programs or services will be discontinued.

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

ELLs are informed and encouraged to be participate in our after school program. The program is designed to assist students with projects and home work help and academics.

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

ELLs have access to the most updated, modern computers in our school. All teachers are equipped with and constantly use smart boards for instruction to support ELLs and all students. ELLs also have access to personal laptops. The teachers all incorporate realia, picture cards and manipulatives in their lessons to support ELLs.

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

The primary language is limited but used strategically in instruction to ensure that students understand task directions, pay attention

to cognates, and master language learning and metacognitive strategies.

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

Here at M.S.584, we have a variety of books, literature and materials for all ages and grade levels.

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.

For Newcomer ELLs, we plan to use scaffolding methodology such as modeling and bridging, books on tape, a buddy system in class to strengthen their speaking skills, and literacy skills, we plan to group them by different grades and levels, use various genres and age appropriate texts for their interests, practice more writing activities and assignments for them, in order to keep them engaged and strengthen their literacy skills. We also provide more time for listening and speaking activities that motivate them to participate and strengthen their confidence to communicate. We, provide more opportunity for them to engage in reading and writing activities that strengthen their literacy skills. We provide Academic Intervention Services during the day, use technology and our Extended Day Tutoring in addition to using ESL methodology to strengthen their skills in each modality.

18. What language electives are offered to ELLs?

NA

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Professional development is provided by school staff, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
 - o the literacy needs of our ELL population within the prescription of the Teacher' s College model.
 - o Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives, realia and experiments.
 - o Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

Support Personnel: Workshops taken by teachers on our ESL staff have included:

- o Scaffolding in the content areas
- o Native Language Literacy Development
- o Differentiation in the ESL classroom
- o ESL in the Mathematics classroom
- o QTEL-Quality Teaching for English Language Learners

- Our ELL teacher attend a variety of off-site workshops to promote collaboration between content area and language teacher.

Our ESL teacher provides each classroom teacher with research based articles about ELLs from AFT and NYSUT periodicals. She also uses Colorin Colorado as a monthly resource to provide reading and writing

D. Parental Involvement

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

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

Saturday Academy: Our Saturday Academy offers both remediation and enrichment in Science, Mathematics.

Additionally, activity clubs in Art are offered. Attendance rates are over 90% for this outreach program.

After School Program: Monday and Thursday we offer our students an academic tutorial support for instruction.

Translation and Interpretation Services: These services are offered to increase the involvement of parents in the ESL program, additional funding is available to translate important policy documents. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between staff and parents.

Urban Advantage: This hands-on Science program includes students and their parents to explore and learn about the Science fields simultaneously.

Monthly Chat and Chew: Teachers, parents and students have a monthly theme based meeting where they socialize, eat and enjoy a feast.

Monthly PTA meeting for parents to stay informed and involved in the community.

Monthly assembly which parents are invited to attend.

Mother's Day Brunch for the mothers to socialize with the staff and stay involved in current events.

Parent Summit

Nutrition Workshop through Cornell University for parents to be educated about practicing healthy lifestyles and habits.

Waffle Thursday Breakfast for parents to volunteer their time while socializing and interacting with the staff.

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: 584

School DBN: 16K584

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gilleyan Hargrove	Principal		11/15/13
Rue Mann	Assistant Principal		11/15/13
Wanda James	Parent Coordinator		11/15/13
Damali Weekes	ESL Teacher		11/15/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ariane Barnett	Guidance Counselor		1/1/01
Dr. Karen Ames	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 16K584 School Name: Middle School 584

Cluster: 4 Network: 406

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.

1. Home Language Surveys, Parent Surveys and Parent Attendance Records reveal that approximately 85% of the student population's primary home language is Spanish thus establishing a need for translation of curriculum and parent information packages. The ESL Teacher, the bilingual administrator, and several teachers share the responsibility for written translations and oral translations at meetings and for assistance in the office with parent matters. As a school policy all parent communication is done in a timely manner.

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.

2. All parent communication and information are translated and disseminated in English and Spanish through the communication systems already in place, which include the parent coordinator's weekly and monthly newsletter, parent association newsletters, the school leadership team's communications, the school's NYCDOE website and the principal's letters and memorandums to the parent community. This involves the use of additional paper for copying as well as additional time for staff involved to translate all material.

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.

All parent communication and information are translated and disseminated in English and Spanish through the communication systems already in place, which include the parent coordinator's weekly and monthly newsletter, parent association newsletters, the school leadership team's communications, The School's NYCDOE Website, and the principal's letters and memorandums to the parent community. This involves the use of additional paper for copying as well as additional time for staff involved to translate all material. M.S. 584 will actively seek out any pedagogy to transcribe any written documents in languages that represent those of our students' first language such as Spanish and French. We will inform parents of those service providers through letters and home phone calls. We will use our staff and parent volunteers at the beginning of the school year 2013-2014.

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.

2. All parent communication and information are translated and disseminated in English and Spanish and French through the communication systems already in place, which include the parent coordinator's weekly and monthly newsletter, parent association newsletters, the school leadership team's communications, The School's NYCDOE Website, and the principal's letters and memorandums to the parent community. This involves the use of additional paper for copying as well as additional time for staff involved to translate all material. M.S. 584 will actively seek out any pedagogy to interpret in languages that represent those of our students' first language such as Spanish and French. We will inform parents of those service providers through letters and home phone calls.

We will use our staff and parent volunteers at the beginning of the school year 2013-2014.

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>.

Oral Language interpretations will be provided by staff members and parent coordinator for the Spanish speaking population. For our French speaking parents we will call the Interpretation Unit of the DOE for such services.

In fulfillment of the Chancellor's Regulations A-663, the school upon a student's enrollment determines the student's primary language using a Home Language Survey and/or interview. Records of the primary language for each parent are kept in ATS and on student emergency cards. All parents are provided with translation and interpretation services for all parent communication on child's education , school instructional programs and services, performance standards, procedures, health, legal and or disciplinary matters, program entitlement , trips and consent forms and safety.

We will send home translated written letters in every represented home language informing parents that our school will be providing them with translation and interpretation services which they will be able to use to effectively communicate their needs and concerns to us.

In addition, we will be able to keep them informed about their child as well as our school events and activities.