



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: VAN SICLEN COMMUNITY MIDDLE SCHOOL

DBN (i.e. 01M001): 19K654

Principal: ADONNA MCFARLAND (I.A.)

Principal Email: AMCFARL2@SCHOOLS.NYC.GOV

Superintendent: JOYCE STALLINGS HARTE

Network Leader: GERALD BEIRNE

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
Adonna McFarland	*Principal or Designee	
Kiesha Kemp	*UFT Chapter Leader or Designee	
Regina Williams	*PA/PTA President or Designated Co-President	
Felicia Lee	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Ron Moore-Man Up	CBO Representative, if applicable	
Jennifer Robertson	Member/ Teacher	
Michael Stanley	Member/ Parent SLT	
TaKenya Marcus	Member/ Parent SLT	
Shernette Samuels	Member/ Parent SLT	
Merlerweise Barden	Member/ Parent SLT	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014 all units of study will incorporate multiple entry points and be aligned to the Common Core Standards as evidenced by curriculum mapping, culminating activities and/or portfolio pieces.

Comprehensive Needs Assessment

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

This goal is set to implement the Citywide Instructional Expectations for 2013-2014. As a new school it is important to build a culture of planning and preparation where teachers' planning is rooted in their understanding of the CCLS. Through both formal and informal assessments we are creating CCLS aligned units that include opportunities to assess and remediate gaps in students' understanding. We have administered the Scantron Performance Series and have carefully considered the results as we plan our units of study.

As a first year school, the following questions drove the development of this goal:

- Will our sixth grade curriculum, as written, put our students on a trajectory to be college and career ready?
- What supports must be implemented to engage students with a history of academic struggle?
- How do we simultaneously communicate the rigor of our curriculum and the supports that have been built in?
- What specific curricular supports and extensions must be added as we learn more about our students' strengths and weaknesses?
- How do we maintain rigor while adding more supports for students who struggle?
- How do we support students who fall behind and extend students who are advanced?
- How do we ensure that we are covering materials that our students need to know to be successful?

Relevant Data

- Of the assessed students in ELA during 2012-2013:
 - 70% Level 1
 - 23% Level 2
 - 7%Level 3
- Of the 103 assessed students in Math during 2012-2013:
 - 80% Level 1
 - 16%Level 2
 - 4% Level 3/4

Instructional Strategies/Activities

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

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

1. Teachers participated in three professional development sessions given by Educhange and the Principal around creating Common Core aligned units of study in all curricula areas. The professional development focused on the following: big ideas, essential questions, academic vocabulary, performance tasks and materials/resources.
2. Weekly common planning meetings for content area teams to collaboratively plan lessons and tasks for CCLS aligned units of study
Weekly professional development on best practices during 50 minutes extended
Saturday common planning to collaboratively plan lessons and tasks for CCLS aligned units of study.
3. Weekly common planning meeting to create lessons and tasks for CCLS aligned units of study.
School-wide analysis of literacy assessment (Ready New York -CCLS Practice) results to surface the gaps in students understanding.
Creation of targeted extended day program based on the assessment results from simulation.
4. Weekly common planning focused on revising and further aligning the 6th grade units of study to the CCLS.
Weekly common planning focused on the creation of 6th grade units of study.
All students engage in enrichment periods to further develop their ability to be successful with 6th grade CCLS units of study.

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

1. Educhange content coaches in English, Social Studies, Science, Mathematics, and Achievement Network/Administration support the writing and revision of curriculum though feedback.
2. Principal support the writing and revision of curriculum though feedback.
3. Educhange and administrative staff to facilitate the Summer Institute
4. Teachers peer review units to discuss best practices.

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

- Teachers will meet with Educhange coaches after units conclude to ensure that student work bears evidence of having been backwards planned (UbD), inquiry-based, rigorous (Hess’s Cognitive Rigor Matrix), and include discipline specific vocabulary during summer planning professional development.
- Teachers will meet with the principal after units conclude to ensure that student work bears evidence of having been backwards planned (UbD), inquiry-based, rigorous (Hess’s Cognitive Rigor Matrix), and include discipline specific vocabulary during summer planning professional development.
- Teachers will share the best practices in a shared Google Doc. Teachers receive feedback on units with a focus on ensuring that lessons offer flexibility in skill development and group flexibility.
- Teachers respond flexibly to the results of checkpoints set up through the unit to ensure students are on pace to reach the unit goals.
- Ongoing check-in during team meetings around interim assessments.

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

1. July-August
2. September-December
3. January-April
4. May-June

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

- 1-4-2.5 hours of congruent staff meeting programmed into the school day (Wednesdays)
- Per session planning for curriculum development.
- Per session planning for Professional Development
- Per Session Inquiry Teams/Looking at student work

Strategies to Increase Parental Involvement

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

- Van Siclen Community Middle School uses an online grading program called **Jumprope**. Through the use of this grading platform parents are well informed of their child’s progress toward meeting the targeted standards. Parents are provided with a password to access their child’s data regarding assessment tasks, homework completion and other task.
- Van Siclen Community Middle School has an advisory system that requires every student to have an advisor who is the primary contact for parents to reach out to with any questions or concerns regarding their child’s academic performance.
- Van Siclen Community Middle School sends home quarterly progress reports to inform parents of their child’s progress towards meeting the standards being addressed.
- Van Siclen Community Middle School has curriculum night sessions twice a year

Budget and Resource Alignment

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

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

- Use of Tax Levy FSF funds to purchase teachers.
- Use of TL TPS to purchase Mac Books for students.

- Use of ARRA RTTT to fund Assistant Principal to implement best practices to improve teacher effectiveness.
- Use of ARRA RTTT to fund professional development aligned to citywide instructional expectations.
- Use of ARRA RTTT funds to purchase data specialist to analyze students' data and target areas of academic need/differentiate instruction.
- Use of Title I Targeted Assistance to purchase instructional supplies.
- Use of Title I Targeted Assistance to fund afterschool academic student programs
- Use of Title I to fund Community Associate for parent and student outreach.
- Use of Title I NYSTL to fund classroom libraries, textbook and software.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014 all teachers will develop a common language and understanding of teacher effectiveness as measured by observation reports, inter-visitations and classroom visits using Danielson's Framework for Teaching as a tool to facilitate the process.

Comprehensive Needs Assessment

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

This goal is set to implement the Citywide Instructional Expectations for 2013-2014 to strengthen teacher practice through frequent formative observations. Through the collection of informal observation data focused on evaluating the quality of academic discussions in the classroom and feedback conversations with teachers we realized the need to focus on Danielson component of 3b: Using questioning and discussion techniques to help teachers deepen students understanding through the use of open ended questioning and protocol based discussion.

Instructional Strategies/Activities

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

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

- During the planning phases for the new school process we thought deeply about ensuring that all students were provided ample time in the classroom to engage in meaningful discussion around content. To this end we decided that our schedule would offer students 90-minute double blocks of instruction in Math, ELA and Science.
- Creation of innovative schedule which included 90-minute double blocks of instruction.
- Sent teachers to network PD around citywide instructional expectations.
- Administration and staff developer read the following texts: Enhancing Professional Practice: A Framework for Teaching and The Handbook for Enhancing Professional Practice.
- Using the Framework in Your School to deepen their understanding of the framework.
- Created 50-minute professional development weekly workshops in lieu of extended day through the use of school based vote.
- Provided staff with professional development around the Danielson competencies 1e, 3b and 3d during the weekly 2.5 hours weekly PD with the major focus on competency 3b. Workshops centered on collaborative grouping and the use of discussion protocols and activities.
- Principal engaged in formative observations of all staff focused on questioning and discussion in order to gather data in which to customize resources for teachers around Danielson competency 3b.
- Hired a consultant from Educhange to develop teachers in helping students to make their thinking visible through the use of the various techniques.
- Literacy Teacher and Principal provided whole staff with PD on close reading of text to help students generate their own question and deepen their understanding of non-fiction articles that support both fiction and non-fiction units of study.
- Professional development workshops centered on the use of protocol based discussions in advisory and core classes.
- Frequent focused informal observations using the Danielson rubric for 3b and the creation of teacher goal specific to this competency.
- Implementation of questioning strategies to help students make their thinking visible.
- Increased opportunities for students to engage in academic discussion around the topics that they have studied

- Use of debate as a strategy to discuss and revise student thinking across content areas.

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

1. 1-4- Administrative Staff, Educhange, Achievement Network, CFN 536

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

1. 1-4- One-on-one meetings will occur with educators to determine where they want support on the Danielson rubric.
- Start of observation cycle (6 informals) and debriefs with my educators.
 - Improvement in Questioning and Discussion techniques as measured by the Danielson's rubric
 - Teacher inter-visitations scheduled monthly

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

1. Planning Phase/April-June 2013
2. July-August
3. September-December
4. January-April
5. May-June

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

1-4-2.5 hours of congruent staff meeting programmed into the school day (Wednesdays)
 Per session planning for curriculum development.
 Per session planning for Professional Development

Strategies to Increase Parental Involvement

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

As we work to strengthen teacher practice we are creating opportunities for parents to engage in discussions with teachers through the use of Jumprope. Parents are able to email teachers to check on student progress. In February we will administer a mock parent school environment survey to gather data on parent perception of school and teacher effectiveness. We will also host a curriculum night in October and in conjunction with the February Parent Teacher Conference Night to educate parents on how to assess their child's opportunities to interact with their teachers and peers through questioning and discussion.

Budget and Resource Alignment

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

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

- Use of Tax Levy FSF funds to purchase teachers.
- Use of TL TPS to purchase Mac Books for students.
- Use of ARRA RTTT to fund Assistant Principal to implement best practices to improve teacher effectiveness.
- Use of ARRA RTTT to fund professional development aligned to citywide instructional expectations.
- Use of ARRA RTTT funds to purchase data specialist to analyze students' data and target areas of academic need/differentiate instruction.
- Use of Title I Targeted Assistance to purchase instructional supplies.
- Use of Title I Targeted Assistance to fund afterschool academic student programs
- Use of Title I to fund Community Associate for parent and student outreach.
- Use of Title I NYSTL to fund classroom libraries, textbook and software.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 100% of all teachers will have used assessment data to modify instructional plans to address the gaps between student mastery and CCLS standards as evidenced by completion of data cycles (teacher item analysis and action/re-teaching instructional plans).

Comprehensive Needs Assessment

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

As a first year school, the following questions drove the development of this goal:

- What does Elementary school data tell us about our students? How hard should we push?
- How can we use data driven instruction and not become a “testing culture”?
- How can we use checks for understanding to assess our students during classes?
- How can we help our students assess their own learning?
- How will we support our struggling readers?
- How will we support our struggling writers?
- How will we support our students who are struggling with math?
- Which standards and students must we focus on after each round of interim assessments?

Relevant Data

- Of the assessed students in ELA during 2012-2013:
 - 70% Level 1
 - 23% Level 2
 - 7%Level 3
- Of the 103 assessed students in Math during 2012-2013:
 - 80% Level 1
 - 16%Level 2
 - 4% Level 3/4

Instructional Strategies/Activities

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

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

1. Activity-Data Driven Instruction workshop.
2. Activity-Interim Assessments every 4-6 weeks.
3. Activity-Data Analysis meetings after interim assessments are graded.
4. Strategy-Assessment analysis sheet including instructional plan for 4-6 weeks.

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

1. Principal will conduct Data Driven Instruction workshop.
2. Teachers will review interim assessment data and complete an assessment analysis sheet.
3. Teachers will meet with the principal for data analysis meetings to review the assessment analysis sheet.
4. Teachers with the support of the principal and Achievement Network coaches will create an instructional plan to address gaps in student learning.

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

1. By June 2014, teachers will have completed the process of using interim assessment data to analyze gaps in student learning and make curricular modifications at least four times.
2. By June 2014, teachers will have reviewed interim assessment data and completed assessment analysis sheets at least four times.
3. The principal and teachers will have conducted at least four data analysis meetings by June 2014.
4. With the support of coaches and the principal, the teachers have made instructional plans that modify the curriculum to close student learning gaps

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

1. September 2013-Achievement Network baseline
2. September-June
3. May 2014

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

1. 2.5 hours of congruent staff meeting programmed into the school day (Wednesdays)
2. Per session for teachers funded through tax levy funds and TA.
3. Interim assessments provided by Achievement Network and funded by RTTA.
4. No cost associated with this activity.
5. Funded by RTTT Grant.

Strategies to Increase Parental Involvement

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

- Van Sicien Community Middle School uses an online grading program called **Jumprope**. Through the use of this grading platform parents are well informed of their child's progress toward meeting the targeted standards. Parents are provided with a password to access their child's data regarding assessment tasks, homework completion and other task.
- Van Sicien Community Middle School has an advisory system that requires every student to have an advisor who is the primary contact for parents to reach out to with any questions or concerns regarding their child's academic performance.
- Van Sicien Community Middle School sends home quarterly progress reports to inform parents of their child's progress towards meeting the standards being addressed.
- Van Sicien Community Middle School has curriculum night sessions twice a year

Budget and Resource Alignment

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

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

- Use of Tax Levy FSF funds to purchase teachers.
- Use of TL TPS to purchase Mac Books for students.
- Use of ARRA RTTT to fund Assistant Principal to implement best practices to improve teacher effectiveness.
- Use of ARRA RTTT to fund professional development aligned to citywide instructional expectations.
- Use of ARRA RTTT funds to purchase data specialist to analyze students' data and target areas of academic need/differentiate instruction.
- Use of Title I Targeted Assistance to reduce class size for ELL.
- Use of Title I Targeted Assistance to purchase instructional supplies.
- Use of Title I Targeted Assistance to fund afterschool academic student programs
- Use of Title I to fund Community Associate for parent and student outreach.
- Use of Title I NYSTL to fund classroom libraries, textbook and software.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
4. Timeline for implementation and completion including start and end dates
1.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
6.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups
1.
2. Key personnel and other resources used to implement each strategy/activity
1.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
4. Timeline for implementation and completion including start and end dates
1.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
6.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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



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	Write to Learn Achieve 3000 MYON	Small Group	Afterschool on Mondays, Wednesdays, Saturdays 100 minutes extended per week on Tuesdays and Thursdays
Mathematics	Math XCEL Kahn Academy	Small Group	Afterschool on Mondays, Wednesdays, Saturdays 100 minutes extended per week on Tuesdays and Thursdays
Science	Tied into literacy	n/a	Afterschool on Mondays, Wednesdays, Saturdays 100 minutes extended per week on Tuesdays and Thursdays
Social Studies	Tied into literacy	n/a	Afterschool on Mondays, Wednesdays, Saturdays 100 minutes extended per week on Tuesdays and Thursdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Group/individual counseling Small group counseling and intervention -Home Visits- students not meeting promotional criteria -Parenting tips/counseling homework help, referrals to outside agencies -Participation in monthly PTA meetings	Small Group	Afterschool on Mondays/Wednesdays

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

6. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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)	x	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.
<p>Recruitment Informational Sessions to expose potential recruits to our staff culture and expectations. Establish professional relationships with collegiate teacher preparation programs. Professional networking through fellowship programs, conferences and DOE sponsored professional development workshops. Review open market and attend DOE sponsored hiring fairs. Connect with potential candidates through CFN human resources manager.</p> <p>Retention Mentorships Assistant Principal/Mentors Providing continuous feedback through formal and informal observations to promote professional growth Professional Development (Internal and External) Creation of internal leadership track through lead teachers, department chairs, event coordinators and grade team leaders. Creation of online platforms for professional dialogue, planning and sharing of resources. Provide qualified staff with opportunities to develop capabilities for future administrative roles. Maintain an open door policy and create opportunities to engage in one on one conversations around teacher support</p> <p>Assignments Programming teachers to allow for common planning time Distribution of preference sheets to identify teachers preference for subject and/or grade level</p> <p>Support Administration will work closely with the network HR point person to ensure that non HQT personnel meet all required documentation and assessment deadlines Maintain documentation for HQT to remain professionally certified Using survey tools to assess teacher needs and concerns with the purpose of providing targeted support</p>

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).
Summer teacher institute 2.5 hours of common planning time embedded in schedule 50 minutes per week for teacher inquiry Collaboration with Educhange and Achievement Network to assure alignment of units to common core and assessments

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Through careful planning and implementation of our instructional program and with guidance and support from our Network Budget director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal. As a Title I School and a USM school all our students are entitled to free breakfast and lunch. STH students are entitled to all programs and services, gratis. Additionally, they are provided with free uniforms.

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 program resources will be used to purchase academic intervention materials for students, per session for teachers afterschool and supplies. This will assist students in meeting proficiency because students will be given the additional time and supports to make academic gains.

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).

All extended day/afterschool programs are planned in coordination with the regular school day activities. Our web based intervention model makes ensures that student activities are aligned with their normal school day activities.

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 19	Borough Brooklyn	School Number 654
School Name Van Sicien Community Middle School		

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

Principal Adonna McFarland	Assistant Principal Kuzaliwa Campbell
Coach type here	Coach type here
ESL Teacher Ana Alzina	Guidance Counselor Allison Addison
Teacher/Subject Area type here	Parent
Teacher/Subject Area type here	Parent Coordinator Felicia Lee
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 ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	120	Total number of ELLs	21	ELLs as share of total student population (%)	17.50%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	4

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	13			4			4			21
Total	13	0	0	4	0	0	4	0	0	21

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

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							20							20
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	21	0	0	0	0	0	0	21

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)							9							9

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							2							2
Advanced (A)							8							8
Total	0	0	0	0	0	0	19	0	0	0	0	0	0	19

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	13	2			15
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	13	1	1						15
7									0
8									0
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									0
NYSAA Bilingual (SWD)									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Van Siclen Community Middle School uses the DRA kit & Ed Performance which assess students reading fluency and comprehension level. All information is compiled and written on a classsummary sheet for the DRA. One can also access a data bank through Ed Performance for results. From an early assesment, a pattern has always shown that most ELL students if not newcomers read at a 3.5 grade level with minimal comprehension.
In order to improve students' reading skills, instruction is differntiated to meet students needs. Web based program such as Starfall, Brain Pop ESL, Achieve 3000, and Write Excelare used as supplemental resources in order to help in language aquisition.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Most students struggle on the NYSESLAT exam in the areas of reading and writing. Writing tends occur with most ELL student that have not acquired the English Inaguage and are a part of bottom third. A significant population of ELLs designated with special education services also test in the ELA exam below standards. This subgroup of students average reading level is on a third grade level and produce writing pieces that are grammatically incorrect, and lack penmanship. A trend that is in the NYSESLAT data reveals most students being advanced to proficient in listening and speaking, but level as beginning to intermediate in reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Patterns across NYSESLAT modalities in reading, writing, listening and speaking affects instructional decisions by creating a curriculum that address these needs to meet the Common Core Standards. We will continue to focus on writing in all literacy blocks and across the curriculum. With project based learning as an instrument of instruction, students are encouraged to explore, read and write in order to complete cross curricula projects. Guidance is given for all components of lesson in order to guide the ELLs. Students have access to the library and computers to conduct research. All Setts teachers and ESL teacher follow and support the curriculum students are given to ensure progress.
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?Not applicable-new school
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](#).)
not applicable grade 6
6. How do you make sure that a child's second language development is considered in instructional decisions?
Students are encouraged to read and writing in their native language first based on classroom assignment.
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?We do not have a dual language program
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The leadership team evaluates ELL success through constant observations in the classroom, looking at student work and all assessments taken by school.

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](#).)
The steps followed for the initial identification of students who are possibly ELLs begins with the Home Language Identification Survey (HLIS) which is filled out by the parent or guardian of the student in question. When the parent or guardian enrolls his or her child in our school, he or she sits with the ESL coordinator (A. Alzina-licensed pedagogogue in charge of the LAB-R test). If the parent or guardian cannot speak English or Spanish, outside translation services are provided. An informal, oral interview is also conducted with the parent and student. According to the information documented on the HLIS, the ESL coordinator determines whether or not a student is eligible for the LAB-R test. Eligible students (those who have a language other than English indicated at least once on the first part of the HLIS, and at least twice on the second part of the HLIS) are then tested by the ESL coordinator within the first 10 days of admission to the school to determine proper placement. All four sections of the test (speaking, listening, reading and writing) are administered to the student in a separate location. The ESL coordinator grades the exam using the provided transparency to check against the cut off scores before it is sent to the Brooklyn Testing office. Students who pass the LAB-R test are not flagged as ELLs and do not receive language services.
Students who are flagged as ELLs are then tested using the NYSESLAT exam at the end of each year until they are able to pass. Only the students who show up on an ATS are eligible to take the NYSESLAT. These students are tested in all four modalities during the appropriate testing window. The ESL coordinator and the testing coordinator group students according to grade level and testing modification. The speaking portion of the test is administered entirely by the ESL coordinator.
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.
Parents are invited to an ELL parent orientation which provides information on the NYCDOE ELL programs, hosted by the ESL coordinator. The sessions are available in the native language, and parents ultimately choose which program is the most appropriate for their children. Letters are sent home by the ESL coordinator to notify parents about initial entitlement to services and continued entitlement. With the initial entitlement letter, parents also receive the parent survey form and program choices provided by the DOE in their native language by mail. The ESL coordinator makes sure that parents return the parent surveys and program selection forms and that they attend information sessions through phone and email contact. At the information sessions, parents are able to read brochures in their native language which describe the NYCDOE ELL programs. They also watch the DOE ELL Parent informational DVD describing the program choice in English and in their native language. The parent then completes and turns in his or her completed parent survey and program selection form to the ESL coordinator. The ESL coordinator keeps the original copy.
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](#)].)
see above
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 4. Upon registration if a student is identified as an ELL student who is in need of services, that student(s) qualify to take the LAB-

R exam. The English Language Arts teacher has 10 days to administer the LAB-R. Students are then placed in a class and assigned to a program based on parent request letters and programs offered by the school. Parents are notified via mail on the program their child is placed or a message goes via telephone system to the parents. In addition, if parents attend the orientation they are given the opportunity to meet the teacher and grasp an understanding of their child's program offered. At the time of program selection and orientation, parents are also notified of their child's designation as an ELL student and is explained all requirements of the program. All newly registrants are called and informed of placement or at the end of registration parents are informed. All letters and calls are made in the parents native language. Parents are informed of their parent choices and alternatives if their primary choice is not met. Parents are also informed that a record of their choice letter is kept on file and if the school meets the needs and can meet their choices, they will be the school liason on availability. The ELPC screen is updated within 20 days.

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.
Not applicable-new school
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. 
A trend in program choices parents have requested have shown 100 percent of parents want their children to be in an ESL classroom setting. For the 2013-2014 school year, all newcomers who have submitted program selection forms and have chosen ESL instruction.100 percent.
The programs modeled at Van Siclen Community Middle Schools are aligned with our parent requests. Our school only currently offers ESL classes. We are in the process of interviewing potential ESL teachersThere are three teachers to provide instruction for ESL using the push-in/pull-out model. Parents are notified via mail of program selection. Students will receive the required amount of ESL instruction based on state mandates.

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])?

Instruction is delivered in both push-in and pull-out model and follows a departmentalized approach. Teachers push into the ELA/Social Studies classrooms and provide support using the co-teaching method when pushing in. Children receive the appropriate allocated number of periods for ESL services based on State mandates. Beginners and intermediate students receive two units of ESL which equals 8 periods per week. Advanced students receive one unit of ESL, equaling 4 periods per week. Students receive instruction in English. All monolingual classes, which include special education students, use homogenous grouping according to LAB and NYSELAT results. Students travel together in block class and by grade level. All students on each grade level are heterogeneously mixed by proficiency levels.

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)?

Children receive the appropriate allocated number of periods for ESL services based on State mandates. Beginners and intermediate students receive two units of ESL which equals 8 periods per week. Advanced students receive one unit of ESL, equaling 4 periods per week. Students receive instruction in English. All monolingual classes, which include special education students, use homogenous grouping according to LAB and NYSELAT results.

There will be one ESL teachers who provides services for two and one half days per week for a total of 16 perioda a week. The school literacy lead teacher assist with ESL services for beginners and intermediate, while the ESL teacher pushes into the ELA class for grade 6 advance students. Teacher professional assignments include small group instruction to meet State requirements. Beginners and intermediate students receive 2 units of ESL/8 periods, and advance receive 4 periods of ESL per week. Student - teacher ration vary from 14:1 at the highest to 5:1 being the lowest.

Based on the CR Part 154 and parent choice students participate in Free Standing English as a Second Language (Pull-out/ Push-in Model). Our grade 6 contains one class which accommodates the Ell's receiving ESL via the pull out/ push-in model. Class periods are 45 mintinue single block and 90 minute double block. Our ESL teachers is fully certified. All students receive academic instruction as mandated by the CR Part 154, CR Part 100 Language Allocation Policy.

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.

3. All content areas are delivered in English. Our ESL program uses the QTELL methodology in Project Based Learning/Spring Board APIP and is incorporated to foster English proficiency. The Project Based Learning/Spring Board APIP curriculum implemented is aligned to the Common Core Standards. Six grade main stream classes are engaged in Spring Board APIP curriculum while all other students engage in Project Based learning. All ESL classes are aligned to the city curriculum in each content area. Additionally, students are mainstreamed in art, music and physical education. Students are introduced to technology in their content area classrooms and Ell students are exposed to the web based program Test Wizard and Brain Pop ESL. Student receive word-to-word dictionaries to be used in all content class. Teachers are also well versed in Walqui's model (six typle of scaffolding) to ensure that our ELLS are engaged in activities. Students are provided with dual language glossaries in math, science and social studies. Word-to-word dictionaries, Webster dictionary and picture dictionary are used in English Language Arts classrooms.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
not applicable

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our measures of assessment are all common core aligned with tasks focusing on students ability to listen, speak, read and write in English for information and understanding. Students are afforded the opportunity to engage in various instructional pathways that promote high levels of access, to engagement with and achievement of standards. Our assessments are created based upon the standards which incorporate the goal of having ELLs meet the standards.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

All SIFE students are appropriately placed in ESL classes and are offered AIS services. All SIFE students receive ESL for extended time, registered for after-school program, receives a mentor and counseling. Work is differentiated for SIFE students using multiple supplemental resource in the classrooms such as leveled libraries, Wilson reading program and Great Leaps reading program. In addition, web based instruction and listening centers are in place for multi-sensory learning.

All newcomers less than three years are registered for an academic intervention service to assist in conversational language. Newcomers are especially engaged in listening centers and are grouped with native English speaker at time to practice oral language skills. Students are given word-to-word dictionaries and receive 8 units of ESL classes. Students participate in after-school activities and SES programs for additional help as well as extended time services. In addition, newcomers are immediately scheduled to receive Math Plato (Web based program) to strengthen and grasp mathematical skills.

ELLs 4-6 years will continue to receive the mandated amount of periods in ESL. The work is crafted from the ELA curriculum and is supported with the teacher during the classes. ELLs 4-6 years will continue to receive small group instruction in Math which is tailored to meet the needs of each student. Students who are 4-6 years are placed in extended day classes and are assigned content specialist to work with them; these students are also placed in after-school programs geared to improve student reading proficiency levels. They are administered a pre-test, intermin tests and post test to reflect understanding and growth in all AIS and classes.

All long-term ELLs and former ELLs will continue to receive all services listed in 5a-5c if deemed appropriate. Long term ELLs will receive intense services using Title III funding for the 2013-2014 school year using the book Getting Ready for The NYSESLAT/ Visions/ Journey in Reading. Instruction will focus on reading and writing.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
ELL students with disabilities receive counseling, the mandated units of ESL, AIS and extended time services. ELL-SWD will use varied supplemental resources to aid with language development. Resources such as Reading Rods, Step-by-Step writing program and small group instruction will be used as instructional resources.
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?
Van Siclen Community Middle School uses a Project Based Curriculum in all content areas which is inclusive of differentiated instruction to meet the needs of ELL-SWDs. Additionally, Springboard APIP curriculum is now infused in some ELA and Math classes as a part of our inquiry work. Flexibility of scheduling is reflected with the pull-out small group instruction. Our ESL teacher is programmed to use professional assignment times to work with ELL-SWDs for intensive instruction and language development.

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

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

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

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

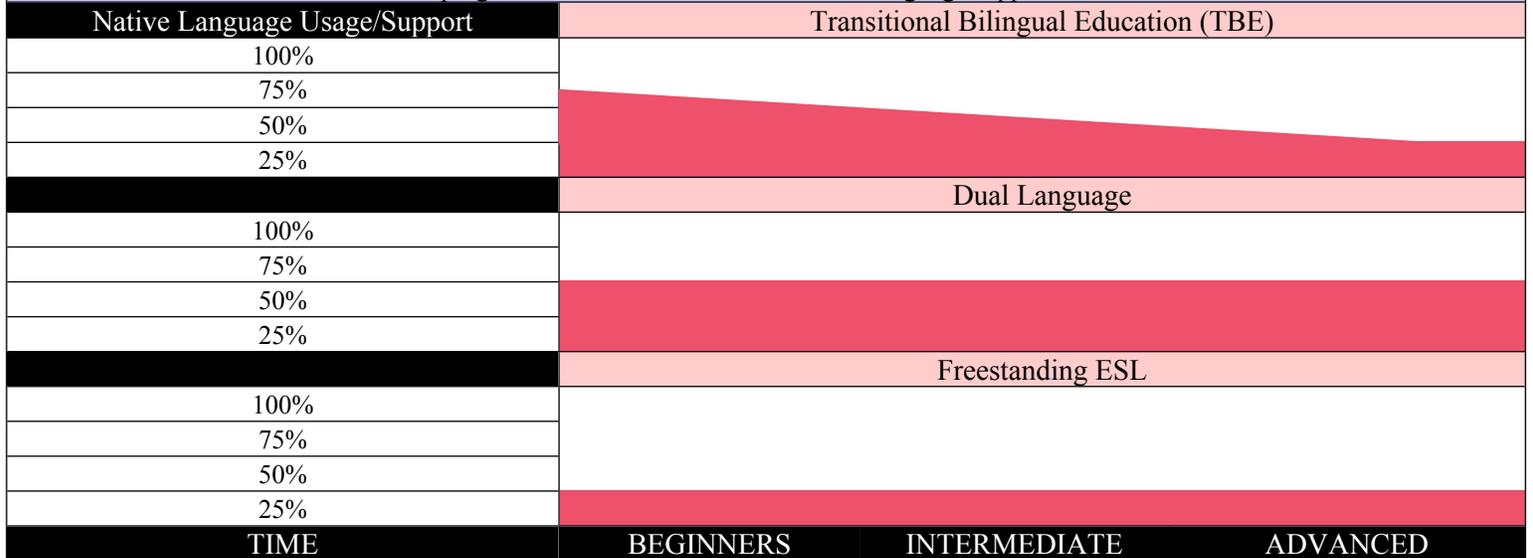
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.
- Children receive the appropriate allocated number of periods for ESL services based on State mandates. Beginners and intermediate students receive two units of ESL which equals 8 periods per week. Advanced students receive one unit of ESL, equaling 4 periods per week. Students receive instruction in English. All monolingual classes, which include special education students, use homogenous grouping according to LAB and NYSELAT results. Children are exposed to a literary environment, which encompasses reading, writing, listening, speaking, the arts, and classroom libraries. Instructional strategies include The Balanced Literacy Approach to reading (which emphasizes the writing process), the math workshop model, and The Language Experience Approach. To meet higher standards, students will read 25 appropriate leveled books by the end of the school year, thus exposing them to various genres. They will respond in writing, art, multi-media and oral presentations. Teaching strategies will address and incorporate Webb's Depth of Knowledge/Bloom's Taxonomy, designing coherent instruction, establishing a culture for learning, engaging students in learning, rubrics, problem solving, higher order thinking skills and portfolio assessment. Students self-evaluate (using reflection papers and peer conferencing) and are monitored and evaluated on an ongoing basis by their classroom teachers. Using the Common Core Standards, literacy across the content areas in Science and Social Studies through project based learning and exit projects will address multi-sensory and abilities in meeting students needs and standards.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We are a new school and unable to assess effectiveness at this time.
11. What new programs or improvements will be considered for the upcoming school year?
- not applicable
12. What programs/services for ELLs will be discontinued and why?
- Not applicable
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have access to the same afterschool and supplemental services offered to our general education population. They participate in a range of programs from violin to Rosetta Stone, Achieve 3000, ELA and Math Intensive afterschool programs, Math Excel and Write to Learn. Letters sent home for afterschool support are translated by our Community Assistant.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials to support ELLs include the following: Web based programs-Rosetta Stone, Achieve 3000, Write to Learn and Math Excel.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is given to all Ell's through word-to-word dictionaries in their native language. Additionally, the library sustains a small collection of native language novels in Spanish and Creole.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- ESL class required support and resources are all judged from formative assessments such as DRA's, LAB-R and NYSELAT results. They are used to determine the student's reading levels. Once their reading levels are aquired, additional resources such as word-to-word dictionaries and classroom libraries are purchased to meet and address the grade level and age of the students. However, there are cases that will provide discrepancies between the age and grade level of students. In these cases, these students are pulled for small group instruction and are supplied with the appropriate resources to build and promote student learning.
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.
- Before the beginning of the school year newly entering students can participate in class activities and schedules for a week to assimilate ESL programs.
18. What language electives are offered to ELLs?
- no electives at this time

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)?

not applicable

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.

The literacy, ESL and Sped teachers as well as support from the network will provide staff development on an ongoing basis. Topics will include The Danielson Framework, The New Teaching Standards, and other areas as ascertained from teachers' individual needs assessment surveys. In addition, the ESL department will be studying components 3c: engaging student learning, 2b: establishing a culture for learning and 1e: designing coherent instruction. The goal of our professional development is to provide instructional support to our teachers in order to refine their pedagogical skills and improve student performance. Our professional development activities are designed to enhance our teachers' ability to understand and use curricula, assessment measures and instructional strategies for LEP students.

During professional development, teachers practice using rubrics to evaluate student work and provide constructive feedback, analyze assessment data to inform and modify instruction, discuss and implement exemplary research based practices, arrange intra-visitation for teachers to observe effective instruction and classroom management, and review and development strategic analysis of student performance.

Professional development will be offered during the school year for all ESL teachers through our school network affiliates. Teachers can register for off-site pd. Classroom support will be provided by school mentors, lead teachers and intra-visitations as well as through the network for the 2012-2013 school year. This will support the implementation of the methodologies proposed at training sessions. Trainings for the 7.5 hours will emphasize scaffolding as an instructional strategy and the integration of language and literacy in academic content, as well as looking at data. The focus is on how to accelerate academic achievement and English language development for secondary English Language Learners through understanding academic language.

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?

At Van Siclen Community Middle School we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. Our parents are involved within the community and volunteer in conjunction with our parent coordinator to hold varied events in keeping the school community informed. We have an active Family Room with a parent coordinator to facilitate all activities and resources that help towards a school-wide focus on strengthening home-school relationships and increasing parent and community involvement. To support parent involvement efforts, a parent coordinator will continue to work with parents and students during the 2013-2014 school year. Parents volunteer to go on trips hosted through the library events such as RIF, community health fairs and a wealth of school based activities. There is an annual Literacy Family Night done in the winter where parents of ELLs and all students attend which incorporate new and upcoming author's session, art, health and nutrition.

Van Siclen Community Middle School enjoys collaborations with several community-based organizations including CAMBA and Man-Up. These agencies provide ongoing parent outreach, counseling, student tutoring, and referrals to other support agencies and are vital components of the Academic Intervention Services.

Parents attend monthly PTA meeting to discuss issues and concerns as well as participate on the leadership committee in order to address needs. In addition, the parent room holds a suggestion box where parents can leave messages for the school community to address. Based on funding and parent needs, workshops are provided monthly through the parent coordinator and community during and after school to address the needs.

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: Van Siclen Community Middle Sc

School DBN: 19k654

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Adonna McFarland	Principal		1/1/01
Kuzaliwa Campbell	Assistant Principal		1/1/01
Felicia Lee	Parent Coordinator		1/1/01
Ana Alzina	ESL Teacher		1/1/01
	Parent		1/1/01
Kiesha Kemp	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Allison Addison	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01