



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: CENTRAL PARK EAST MIDDLE SCHOOL

DBN (i.e. 01M001): 04M013

Principal: JACOB MICHELMAN

Principal Email: JMICHELMAN@SCHOOLS.NCY.GOV

Superintendent: ALEXANDRA ESTRELLA

Network Leader: MEGHAN KELLEY

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
Jacob Michelman	*Principal or Designee	
John Ciano	*UFT Chapter Leader or Designee	
Stacey Fairclough	*PA/PTA President or Designated Co-President	
Edgar Almodovar	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Doris Lowry	Member/ Parent	
Joyce Boykin	Member/ Parent	
Rachel Walden-Cranston	Member/ Teacher	
Carmen Triunfel	Member/ UFT	
Raymond Bolton	Member/ Parent	
John Morgan	Member/ Parent	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

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

Priority Schools Only

	Expanded Learning Time (ELT) Program Description
--	---

School Information Sheet for 04M013

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	107	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	4
Types and Number of Special Classes (2013-14)					
# Visual Arts	8	# Music	6	# Drama	N/A
# Foreign Language	16	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	84.1%	% Attendance Rate		86.4%	
% Free Lunch	89.4%	% Reduced Lunch		5.3%	
% Limited English Proficient	12.7%	% Students with Disabilities		31.2%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.1%	% Black or African American		33.3%	
% Hispanic or Latino	61.9%	% Asian or Native Hawaiian/Pacific Islander		2.1%	
% White	1.1%	% Multi-Racial		0.5%	
Personnel (2012-13)					
Years Principal Assigned to School	7.46	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		2	
% of Teachers with No Valid Teaching Certificate	3.9%	% Teaching Out of Certification		13.1%	
% Teaching with Fewer Than 3 Years of Experience	46.2%	Average Teacher Absences		8.5	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	3.9%	Mathematics Performance at levels 3 & 4		4.9%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
<p>In the 2012-13 CEP, we placed special emphasis on providing data-based, research grounded interventions for our struggling students and set the goal of having high-needs students make significant ground in catching up to their peers. In addition to seeing growth in student performance and teachers' use of data to inform instruction, we set the goal of improving classroom engagement school wide.</p> <p>Conducting our initiatives in support of the use of data-based interventions, we engaged in two major strategies: A rigorous protocol of pre testing, post testing, and prescriptive re teaching students in Common Core Learning Standards. We redesigned units around the results of our testing program, grouped students, and provided small group tutoring based on the results of our pre and post tests. In turn, student Performance, particularly for high needs students improved markedly. – Our targeted interventions services yielded an average growth of two reading levels as measured by Read 180. According to our annual school report card, our students generally grew at greater rates than those in city and peer schools. In ELA, our students performed in the 70th percentile for annual growth, and our lowest third performed in the 92nd percentile. Measuring their growth in math, our students' growth measured in the 70th percentile, and our lowest third in the 82nd percentile. We were able to move over 25% of our special education population into a less restrictive environment, which we believe led to a tremendous, positive impact for our lowest performing students..</p> <p>Conducting our initiatives to improve teacher performance ,our teacher feedback and observation cycle resulted in teacher growth. Teacher performance, from observation results, moved from an overall average of Developing rating to an Effective rating from September to June (2.1 to 3.2). As supporting evidence that our teacher effectiveness increased through the school year, our students' engagement increased by 30% as measured the Instructional Practices Inventory Protocol, . Further evidence that our teachers became more effective over the course of the year is that our discipline referrals dropped by over 50% from the previous year.</p>			
Describe the areas for improvement in your school's 12-13 SCEP.			
<p>In reflecting on our 2012-2013 SCEP we realized that we needed to improve our communication systems both within our school and between us and the community. Our two key strategies for improving our communication are to dedicate more focused effort to fewer initiatives and improve communication by creating more opportunities for reciprocal feedback. In addition, we have developed more efficient methods of collecting and presenting data such as being more selective in determining which data sets have the greatest potential leverage for guiding us toward a cycle of continuous improvement.</p>			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
<p>Our greatest challenge may also be our greatest opportunity. We had a young, relatively inexperienced staff, and high ambitions, so we tried to take on several initiatives at once. As our school enrollment has decreased, so has our faculty. The challenge this presents is that we must reteach to new and inexperienced faculty members many of the professional lessons that we learned last year. The opportunity is that changes in personnel have given several experienced teachers leadership opportunities—opportunities they are seizing with relish, and which are deepening their understanding of what they learned.</p>			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
<p>Our first priority was to create a safe environment in which children can learn, and in this respect we were successful. Our discipline referrals dropped by more than 50% through the course of the year. We built a process where teachers would investigate student data, brainstorm with their colleagues, and interview students and families to build engagement plans for students. We called these plans Student Improvement Plans (SIP's). In addition, we hosted bi-weekly meetings with all of the students to go over school-wide expectations. We used an incentive program which involved students being rewarded for good behavior (Reflecting our core values of "Be Safe, Be Responsible, Be Respectful!"). Our PBIS team used data such as our daily behavior logs, teacher reports, and incident reports to identify patterns of the school that needed attention and built initiatives to address patterns. For example, a number of our students were identified for being rude or disrespectful. We started a campaign called " T.H.I.N.K. before you speak" which encouraged students to speak appropriately to their peers and adults. We were also successful in increasing student engagement by providing professional development and collaborative planning that led to better lesson and unit planning. This was measured by student surveys and our IPI data.</p>			
Were all the goals within your school's 12-13 SCEP accomplished?			Yes x No
If all the goals were not accomplished, provide an explanation.			
Our student performance goals were not met. Our goal was to reach a total of 40% of our students reaching proficiency on both the ELA			

and Math state exams. Unfortunately, we actually declined in the number of students reaching proficiency. The tests were anticipated to be difficult but it turned out to be even more challenging than what we expected. This pattern was observed throughout New York City. The overall average decline in students reaching proficiency in New York City was 47%. Our school declined from 16 to 20% in the number of students reaching proficiency.

All other goals were met.

Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes		No
--	---	------------	--	-----------

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

Our biggest challenges this year stem from our getting a late start because of changes in school leadership. As a result, we have had to spend time gathering the materials we need to teach, introducing the faculty to the new teacher evaluation system, hiring new faculty members, organizing our space, and reorganizing our instructional and leadership teams—all of which we would like to have had done before the first day of school so we could turn all our attention immediately to getting to know and teaching our students.

List the 13-14 student academic achievement targets for the identified sub-groups.

By June of 2014, our Special Education population will improve two reading levels as measured by Fontas and Pinell.
 By June of 2014, our English Language Learners population will improve two reading levels as measured by Fontas and Pinell.
 By June of 2014, our At-Risk population will improve two reading levels as measured by Fontas and Pinell.

By June of 2014, our Special Education population will rate as proficient on staff-generated interim assessments that are based in the CCLS..

By June of 2014, our English Language Learners will rate as proficient on staff-generated interim assessments that are based in the CCLS..

By June of 2014, our At-Risk population will rate as proficient on staff-generated interim assessments that are based in the CCLS.

By June of 2014, our Special Education population will improve one performance level on the ELA and Math state exams.

By June of 2014, our English Language Learners population will improve one performance level on the ELA and Math state exams.

By June of 2014, our At-Risk population will improve one performance level on the ELA and Math state exams.

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

1. Every morning the principal's cabinet members host a morning meeting with each other and then with students. We use this time to make announcements, go over daily and weekly logistics, and acknowledge staff, parents, and students for being examples of our core values.
2. The principal writes a weekly memo which he reviews with the School Leadership Team, the School Based Support Team, Building Council, Child Study Team, Principal's Cabinet, and Student Management Team.
3. Town halls will be conducted twice a month to offer staff opportunities to discuss school-wide issues and improve communication among staff members.
4. A calendar will be shared with parents, students, and staff on a monthly basis to communicate about upcoming events.
5. A bulletin board will be dedicated to announcements, parent opportunities, community events, and posting the monthly calendar. This information will be updated on a biweekly basis.
6. A mailing will be sent out to parents on a bi-weekly basis to update parents on students' grades and attendance. The mailing will also be used to share about upcoming events.
7. An online database called "TeacherEase" will be set up for parents to inquire about their child's grades, behavior, and attendance. It will also be used to post grades, report discipline incidents, and take attendance.
8. An online cloud and calendar will be used to communicate between teachers about their assessments, curriculum, and data.
9. Phone messenger system to alert parents of tardiness and absences will be done on a daily basis.

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

Our theory of action is based on three key practices: using data to inform instruction, developing teacher leadership, and creating reciprocal feedback loops. Each of these practices compliments the others while addressing three key organizational domains-- instruction, administration, and culture—toward the same ends.

If school leadership, departmental teams, and the student support team use inquiry team practices of data collection, analysis, and reflection to investigate our students' needs both academically and socially/emotionally while adjusting our instruction and organization of resources according to our discoveries, then we will see the following: teacher evaluation ratings will improve, the number of students scoring proficient will increase, and the culture of the school will thrive due to expanded support and communication.

If we develop teacher leadership by placing our strongest teachers in leadership roles, we will see the following: teacher evaluation ratings will improve, the number of students scoring proficient will increase, and the culture of the school will thrive due to expanded support and communication

If we clarify our roles and responsibilities and develop systems that provide reciprocal feedback loops, teacher evaluation ratings will improve, the number of students scoring proficient will increase, and the culture of the school will thrive due to expanded support and communication.

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

1. Teachers conduct peer observations monthly, following staff-developed protocols, and provide individual feedback to teachers as well as leading PD in the use of data to inform instruction to help improve instruction in the classrooms. Feedback will be provided individually while patterns will be addressed through professional development.
2. Teacher-leaders conduct professional development four times a month after school to address patterns teachers and the principal's cabinet identify through the inquiry process.
3. Teacher-leaders facilitate weekly department meetings in which teachers review data, write curriculum, and lesson plan.
4. The principal leads school-wide meetings once a week (House Meetings) to review, plan and execute the school goals outlined in this CEP.
5. Hire a consultant (Replications) to provide staff development, support our cabinet, provide professional development, and mentor new teachers.
6. Strategically send staff to Network PD and, at department meetings, have staff members turnkey what they learn.

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

1. We host an advisory program at least once a week following the curriculum of Overcoming Obstacles.
2. We have a number of partnerships to support youth development and academics (ex. Behind the Book, East Harlem Tutorial Program, and Leadership Program.)
3. Teachers host meetings twice a month to discuss with students how to improve engagement. They develop Student Improvement Plans to improve student performance.

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

We see last year (our 2012-13 SCEP) as Phase I of a larger, strategic plan, and this year as Phase II. We made significant progress in Phase I of our strategic plan which involved communicating the plan to staff, collecting unit data, teacher observations, and peer observations. We have seen growth with reading levels, teachers have already progressed from the first round to the second round of observations, and the unit results from the first unit to the second where our overall average for our classes increased by 7% in Mathematics and 11% in ELA. We have improved our plan this year, learning from last year. We have built momentum and as our systems are taking hold we have seen teacher effectiveness improve and our teacher-leaders rise to the challenge.

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

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

Major Recommendation

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

“School leaders should ensure that teachers use formative and summative assessment data as a focal point for driving school improvement and raising student achievement. School leaders should consistently monitor how teachers collect and analyze student data to group students. Discussions about data should be based on subgroup analysis, used as the basis for meetings at every level, and be at the core of all school improvement efforts to raise student achievement.”

Review Type:	School Quality Review	Year:	2012	Page Number:	5	HEDI Rating:	N/A
---------------------	-----------------------	--------------	------	---------------------	---	---------------------	-----

Tenet 2: School Leadership Practices and Decisions

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

	2.2 School leader’s vision	X	2.3 Systems and structures for school development
	2.4 School leader’s use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2014, the Principal’s Cabinet will have led all staff through 4 inquiry cycles of data collection, analysis, and curriculum adjustment as evidenced by development and maintenance of systems to examine and improve individual and school wide practices in the critical areas.

Instructional Strategies/Activities

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

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

1. Establish a principal’s cabinet comprised of key personnel to guide the instructional and co-curricular planning, execution, and revision.
2. Review all pre and post assessment data for all units.
3. Develop and modify the school’s professional development plan based on our analysis of data and adjust professional development plan and department meeting agendas. Post minutes on the cloud for the principal to review and provide feedback.
4. Use unit data to identify best practices and design organizational decisions such as after-school programs, tutoring, AIS, Saturday Academy, or Guidance Support.
5. Conduct monthly observations of all teachers and provide written and verbal feedback.
6. Conduct peer observations to provide feedback to colleagues. ILT members present their findings to the cabinet and the faculty.
7. Review and analyze meeting minutes and artifacts generated during common planning time and provide feedback to the instructional leadership team.

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

1. Principal’s cabinet, Principal, and Staff Developer; Resources: Staff Developer, Teacherease, Dropbox, and Excel
2. Instructional leadership team, Principal, and Staff Developer; Resources: Staff Developer, Teacherease, Dropbox, and Excel
3. Instructional leadership team, Staff Developer, Principal, and Teachers; Resources: Staff Developer, Teacherease, Dropbox, and Excel
4. Organizational cabinet and Principal; Resources: Staff Developer, Teacherease, Dropbox, and Excel
5. Principal

6. Instructional leadership team, Principal, and Staff Developer; Resources: Staff Developer, Teacherease, Dropbox, and Excel
7. Principal and Instructional leadership team, and Staff Developer; Resources: Staff Developer, Teacherease, Dropbox, and Excel

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

1. By June 2014, staff will score an overall average of Effective (numerical value of 3.0) in Domains 1 and 3 as evidenced by the support of the cabinet members.
2. By June 2014, staff will self-assess using component 5.1 of the Quality Review Rubric to reach an overall rating of Proficient (numerical value of 3.0). Our benchmark is a 2.3 for January and a 2.7 for March.
3. By June 2014, staff will self-assess using component 5.1 of the Quality Review Rubric to reach an overall rating of Proficient (numerical value of 3.0). Our benchmark is a 2.3 for January and a 2.7 for March.
4. By June 2014, staff will self-assess using component 5.1 of the Quality Review Rubric to reach an overall rating of Proficient (numerical value of 3.0). Our benchmark is a 2.3 for January and a 2.7 for March.
5. By June 2014, staff will score an overall average of Effective (numerical value of 3.0) in Domains 1 and 3. Our benchmark is a 2.3 for January and a 2.7 for March.
6. By June 2014, 100% of students will improve their reading level by 2 or more using Fontas and Pinell. We will increase one reading level by January of 2014.
7. By June 2014, staff will score an overall average of Effective (numerical value of 3.0) in Domains 1 and 3. Our benchmark is a 2.3 for January and a 2.7 for March.

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

1. September of 2013 – June of 2014; Frequency – Weekly
2. September of 2013 – June of 2014; Frequency – Weekly
3. September of 2013 – June of 2014; Frequency – At least 5 times
4. December of 2013 – June of 2014; Frequency – Weekly
5. September of 2013 – June of 2014; Frequency – At least 5 times
6. September of 2013 – June of 2014; Frequency - Quarterly
7. September of 2013 – June of 2014; Frequency – Weekly

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

1. Cabinet members meet weekly basis to review and analyze key data sets, identify key issues, and to plan how they will use their analyses to guide the enactment of the school’s CEP. The cabinet is the driver of school progress and assists the principal in developing and enacting school policy, culture, and systems. To monitor the school’s progress, the cabinet develops and maintains a data collection and analysis calendar and develops protocols for how to communicate findings. Materials will be needed and per session for additional hours of preparation for Cabinet members using Tax Levy dollars.
2. Instructional leadership team members and teachers both separately and together analyze unit results, periodic assessments, reading levels, and exit slips. The results are discussed with the principal, within departments and cabinet which are compared to the timeline and focus of the professional development plan. Adjustments are made according to whether or not the plan is addressing the needs gathered from the data. Materials will be needed and per session for additional hours of preparation for Cabinet members using Tax Levy dollars.
3. Instructional leadership team members create and adjust the school’s professional development calendar. With the staff developer and

principal, ILT members plan professional development sequences and sessions. Materials will be needed and per session for additional hours of preparation for teachers to plan using Tax Levy dollars.

4. Principal meets with the organizational cabinet weekly to review report card grades, unit results, student discipline data, and ARIS data. The analysis is used to determine groupings, effective practices, and provide feedback on how the teacher can further understand their students. No additional funding needed.
5. Using the Danielson Framework, the principal conducts one formal observation cycle per teacher. During observation conferences, the principal and teacher set goals and monitor progress.
6. Teachers visit the classrooms of their peers in groups of two. They use an abbreviated version of the Charlotte Danielson Rubric to provide feedback to their colleagues. The information is delivered in a one-to-one conference. Per diem will be needed to cover substitute teachers to free up the teachers. We will use Tax Levy money to fund.
7. To monitor and adjust the school's professional development, the principal and ILT members meet weekly to review artifacts and feedback from the teacher-led professional development and planning sessions. We pay special attention to making sure that our professional development workshops are timely and relevant to the teacher's planning time and that work is focused and synergistic.

Budget and Resource Alignment

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).				
"Teaching strategies are differentiated in some classrooms. However some teachers do not consistently develop extensions to challenge higher achieving students, nor do they provide interventions for struggling learners so that they apply learning to new situations and further accelerate their own progress. This prevents students from engaging in the production of meaningful work products."				
Review Type:	School Quality Review	Year:	2011	Page Number: 5
				HEDI Rating: D

Tenet 3: Curriculum Development and Support

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

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, teachers will meet in inquiry teams at least 4 times to review unit assessment data and student work using rubrics aligned to Common Core Learning Standards and adjust units of study as needed to promote higher order thinking and rigorous work.	

Instructional Strategies/Activities

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

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

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

1. Collaboratively construct and administer a pre and post assessment for all units.
2. Analyze data and adjust professional development plan and department meeting agendas.
3. Analyze unit pre and post-test data to determine what to teach and re-teach and how to allocate intervention resources.
4. Meet with teachers to review student data and student work at least four times during the year to guide implementation of the use of data-analysis to inform instruction.
5. Conduct peer observations to provide feedback to colleagues on questioning and engagement.
6. Assess lesson plans for higher order thinking and rigorous tasks at least four times a year using the Charlotte Danielson Rubric (Domain 3d: using assessment in instruction).
7. Use Common planning time to prepare lessons using ongoing data collections from quizzes, tests, student work, and exit slips. Use time to share best practices in engaging students in a “productive struggle.”
8. Provide professional development in the use of data to inform instruction to teachers based on classroom observations, unit data, student work, and teacher surveys

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

1. Instructional cabinet members; Resources: Staff Developer, Teacherease, Dropbox, and Excel
2. Instructional cabinet members and Staff Developer; Resources: Staff Developer, Teacherease, Dropbox, and Excel
3. Director, Guidance Counselor, and Teachers; Resources: Staff Developer, Teacherease, Dropbox, and Excel
4. Principal and teachers (Resources: ARIS, Teacherease, Dropbox, Excel)
5. Instructional cabinet members, Staff Developer, and Teachers; Resources: Staff Developer, Teacherease, Dropbox, and Excel
6. Cabinet; Resources: Staff Developer, Teacherease, Dropbox, and Excel
7. Instructional Cabinet, Staff Developer and Teachers; Resources: Staff Developer, Teacherease, Dropbox, and Excel
8. Instructional Cabinet, and Staff Developer; Resources: Staff Developer, Teacherease, Dropbox, and Excel

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

1. By June 2014, staff will score an overall average of Effective (numerical value of 3) in Domains 1 and 3. Our benchmark is a 2.3 for January and a 2.7 for March.
2. By June 2014, staff will self-assess using component 2.2 and 3.2 of the Quality Review Rubric to reach an overall rating of Proficient (numerical value of 3). Our benchmark is a 2.3 for January and a 2.7 for March.
3. By June 2014, staff will self-assess using component 2.2 and 3.2 of the Quality Review Rubric to reach an overall rating of Proficient (numerical value of 3). Our benchmark is a 2.3 for January and a 2.7 for March.
4. By June 2014, staff will score an overall average of Effective (numerical value of 3) in Domains 1 and 3. Our benchmark is a 2.3 for January and a 2.7 for March.
5. By June 2014, staff will score an overall average of Effective (numerical value of 3) in Domains 1 and 3. Our benchmark is a 2.3 for January and a 2.7 for March.
6. By June 2014, staff will score an overall average of Effective (numerical value of 3) in Domains 1. Our benchmark is a 2.3 for January and a 2.7 for March.

7. By June 2014, staff will self-assess using component 2.2 and 3.2 of the Quality Review Rubric to reach an overall rating of Proficient (numerical value of 3). Our benchmark is a 2.3 for January and a 2.7 for March.
8. By June 2014, staff will score an overall average of Effective (numerical value of 3) in Domains 1. Our benchmark is a 2.3 for January and a 2.7 for March.

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

1. September of 2013 – June of 2014; Frequency – At least 5 times
2. September of 2013 – June of 2014; Frequency – At least 5 times
3. September of 2013 – June of 2014; Frequency – At least 5 times
4. December of 2013 – June of 2014; Frequency – Every 4 months
5. September of 2013 – June of 2014; Frequency – At least 5 times
6. September of 2013 – June of 2014; ; Frequency – At least 5 times
7. September of 2013 – June of 2014; Frequency – Weekly
8. September of 2013 – June of 2014; Frequency – Weekly

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

1. Instructional leadership team members meet with the teachers on a weekly basis to identify key standards and develop questions to assess for understanding. In addition, teachers gather needed skills for the focus of the pre-assessment. Questions are developed to assess these skills for the unit for planning can be adjusted. The data will be used to measure school goals and student learning. Materials will be needed and per session for additional hours of preparation for Cabinet members using Tax Levy dollars.
2. Cabinet members and teachers both separately and together analyze unit results, periodic assessments, reading levels, student work, and exit slips. The results are discussed within departments and cabinet which are compared to the timeline and focus of the professional development plan. Adjustments are made according to whether or not the plan is addressing the needs gathered from the data. Materials will be needed and per session for additional hours of preparation for Cabinet members using Tax Levy dollars.
3. Teachers analyze unit results (both the pre and post assessment results) and exit slip data. The results are discussed within departments to identify the teachers' strengths, weaknesses, and gather best practices. The best practices are shared and implemented into the classroom. The following unit data and student work are used to determine the overall effectiveness of the best practices. Materials will be needed and per session for additional hours of preparation for teachers to plan using Tax Levy dollars.
4. Principal meets with the teachers individually to review report card grades, unit results, and ARIS data. The analysis is used to determine groupings, effective practices, and provide feedback on how the teacher can further understand their students. No additional resources or funding needed.
5. Teachers visit the classrooms of their peers in groups of two. They use an abbreviated version of the Charlotte Danielson Rubric to provide feedback to their colleagues. The information is delivered in a one-to-one conference. Per diem will be needed to cover substitute teachers to free up the teachers to assess students. We will use Tax Levy money to fund.
6. The cabinet members will gather and assess lesson plans according to the Charlotte Danielson Rubric. The feedback will be provided to staff on an individual basis. Materials will be needed and per session for additional hours of preparation for Cabinet members using Tax Levy dollars.
7. Teachers meet at least twice a week to analyze data, look at student work, and lesson plan. Teachers collaborate to share lesson plans

and provide feedback to each other on how to improve the lesson plans to meet the needs of their students. Teachers use student work to determine what staff can do to get students to participate in a “Productive Struggle.” Materials will be needed and per session for additional hours of preparation for teachers to plan using Tax Levy dollars.

- With the assistance of the principal and staff developer, the teacher-leaders plan and deliver professional development and coaching for teachers. This year we have chosen to focus on establishing an environment for learning and using questioning to elicit higher order thinking. We will use Tax Levy money to fund to pay for per diem, per session, and materials.

Budget and Resource Alignment

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
“School leaders should monitor teacher planning and instruction to ensure that the use of data to group students becomes common practice in all classrooms. Ongoing PD should be provided for teachers to develop their ability to understand and implement differentiated learning strategies to meet the needs of all students.”			
Review Type:	QR	Year:	2011
Page Number:	4	HEDI Rating:	D

Tenet 4: Teacher Practices and Decisions

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

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, staff will score an Effective on at least three components in Domain 1 utilizing a variety of data sources according to Charlotte Danielson’s Rubric using classroom observations conducted by the principal.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
A. Strategies/activities that encompass the needs of identified subgroups	
1. Provide professional development in collaboratively constructing and administering a pre and post assessment for all units.	
2. Provide professional development in analyzing data and adjusting professional development plans and setting department meeting agendas.	
3. Provide professional development in the use of inquiry work to identify best practices and design organizational decisions such as after-	

school programs, tutoring, AIS, Saturday Academy, or Guidance Support.

4. Provide professional development how to provide effective feedback.
5. Provide professional development in peer coaching and instructional coaching for ILT members.

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

1. Principals Cabinet, Principal, and Staff Developer; Resources: Staff Developer, Teacherease, Dropbox, and Excel
2. Principals Cabinet, Principal, and Staff Developer; Resources: Staff Developer, Teacherease, Dropbox, and Excel
3. Principals Cabinet, Principal, and Staff Developer; Resources: Staff Developer, Teacherease, Dropbox, and Excel
4. Principal and teachers(Resources: ARIS, Teacherease, Dropbox, Excel)
5. Instructional Cabinet, Staff Developer, and Teachers; Resources: Staff Developer, Teacherease, Dropbox, and Excel

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

1. By June 2014, staff will score an overall average of Effective (numerical value of 3) in Domains 1 and 3. Our benchmark is a 2.3 for January and a 2.7 for March.
2. By June 2014, staff will self-assess using component 2.2 and 3.2 of the Quality Review Rubric to reach an overall rating of Proficient (numerical value of 3). Our benchmark is a 2.3 for January and a 2.7 for March.
3. By June 2014, staff will self-assess using component 2.2 and 3.2 of the Quality Review Rubric to reach an overall rating of Proficient (numerical value of 3). Our benchmark is a 2.3 for January and a 2.7 for March.
4. By June 2014, staff will score an overall average of Effective (numerical value of 3) in Domains 1 and 3. Our benchmark is a 2.3 for January and a 2.7 for March.
5. By June 2014, staff will score an overall average of Effective (numerical value of 3) in Domains 1 and 3. Our benchmark is a 2.3 for January and a 2.7 for March.

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

1. September of 2013 – June of 2014; Frequency – Weekly
2. September of 2013 – June of 2014; Frequency – Weekly
3. September of 2013 – June of 2014; Frequency – At least 5 times
4. December of 2013 – June of 2014; Frequency – Every 4 months
5. September of 2013 – June of 2014; Frequency – At least 5 times

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

1. Cabinet members receive formal and informal coaching and attend network professional development sessions in how to work with the teachers on a weekly basis to identify CCLS key standards and develop questions to assess for understanding. Materials will be needed and per session for additional hours of preparation for Cabinet members using Tax Levy dollars.
2. Cabinet members receive formal and informal coaching and attend network professional development sessions in the use of periodic and formative assessments. The results are discussed within departments and cabinet which are compared to the timeline and focus of the professional development plan. Adjustments are made according to whether or not the plan is addressing the needs gathered from the data. Materials will be needed and per session for additional hours of preparation for Cabinet members using Tax Levy dollars.
3. Cabinet members receive formal and informal coaching and attend network professional development sessions in how to collect and

analyze data to guide school-level decision making. The results are discussed within departments to identify the teachers' strengths, weaknesses, and gather best practices. The best practices are shared and implemented into the classroom. The following unit data is used to determine the overall effectiveness of the best practices. Materials will be needed and per session for additional hours of preparation for teachers to plan using Tax Levy dollars.

- Principal meets with the teachers individually to review report card grades, unit results, and ARIS data. The analysis is used to determine groupings, effective practices, and provide feedback on how the teacher can further understand their students. No additional resources or funding needed.
- To support the peer visit process, ILT members receive formal and informal coaching in how to give feedback so people will want to listen. Per diem will be needed to cover substitute teachers to free up the teachers to assess students. We will use Tax Levy money to fund.

Budget and Resource Alignment

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
The school leaders, supported by teachers, should reinforce clear behavior expectations to ensure that all members of the school community adhere to the school's code of conduct and that high behavioral expectations are consistently promoted in all areas of the school. The school leaders and staff should develop strategies to ensure consistent implementation of expectations, consequences, and incentives									
Review Type:	SQR	Year:	2012	Page Number:	4	HEDI Rating:	N/A		

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
x	5.2 Systems and partnerships				5.3 Vision for social and emotional developmental health				
	5.4 Safety				5.5 Use of data and student needs				

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By March 2014, the school will align parents, staff, and students on school-wide expectations using the PBIS model to reduce OORS report incidents by 25%.									

Instructional Strategies/Activities

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

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

- Collaboratively meet to review student data such as test scores and grades, investigate student background, and speak to students to create Student Improvement Plans (SIP) and gather strategies.

2. Partner with Outward Bound to provide advisory to students at least once a week to build leadership capacity and communicate high behavioral expectations.
3. Review at-risk students based on referrals and data and assign Level 2 or 3 interventions based on RTI (Response to Interventions) to implement strategies to help students meet the expectations of the school.
4. Review data based on an online reporting system to improve the discipline code or launch school initiatives with our PBIS team to build incentive programs to promote positive decision-making.
5. Host award ceremonies on a monthly basis to celebrate students' academics and/or attendance to communicate clear academic expectations.
6. Host a leadership program to teach leadership skills to all students to help students understand the impact of poor decision-making.
7. Host a violence prevention program with students to improve high behavioral expectations.

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

1. Guidance Counselor, Director, Child Study Team, Students, and Teachers; Resources: SESIS, Teacherease, ARIS, and necessary materials
2. Guidance Counselor, Director, Child Study Team, Outward Bound, and Teachers; Resources: SESIS, Teacherease, ARIS, and necessary materials
3. Guidance Counselor, Director, Child Study Team, Parents, and Teachers; Resources: SESIS, Teacherease, ARIS, and necessary materials
4. Director, Teachers, Student Management Team (SMT), and Guidance Counselor; Resources: SESIS, Teacherease, ARIS, and necessary materials
5. Teachers, Family Worker, and Teachers; Resources: Certificates, Awards, ATS, Teacherease, STARS
6. The Leadership Program; Resources: facilitators
7. The Leadership Program; Resources: facilitators

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

1. By June 2014, staff will complete SIP's for 25% of our students to guide learning and logistics. Our benchmark will be 10% by January and 20% by May.
2. By June 2014, there will be a 80% satisfaction rate with the school advisory program assessed through a student survey. Our benchmark will be 60% in January and 70% in April.
3. By June 2014, staff will self-assess using component 3.4 and 5.1 of the Quality Review Rubric to reach an overall rating of Proficient (numerical value of 3). Our benchmark is a 2.3 for January and a 2.7 for March.
4. By June 2014, staff will score an overall average of Effective (numerical value of 3) in Domains 1 and 3. Our benchmark is a 2.3 for January and a 2.7 for March.
5. By June 2014, there will a 80% satisfaction rate with the academic expectations assessed through a student survey. Our benchmark will be 60% in January and 70% in April.
6. By June 2014, there will a 80% satisfaction rate with the leadership program assessed through a student survey. Our benchmark will be 60% in January and 70% in April.
7. By June 2014, there will a 80% satisfaction rate with the safety of the school assessed through a student survey. Our benchmark will be

60% in January and 70% in April.

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

1. September of 2013 – June of 2014; Frequency – biweekly basis.
2. September of 2013 – June of 2014; Frequency – Once a week.
3. September of 2013 – June of 2014; Frequency – Once a week.
4. December of 2013 – June of 2014; Frequency – Once a week.
5. September of 2013 – June of 2014; Frequency – Once a week.
6. September of 2013 – June of 2014; Frequency – Once a week.
7. September of 2013 – June of 2014; Frequency – Once a week.

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

1. Child Study Team Members meet with the teachers on a bi-weekly basis to review student data which includes grades, student records, and testing results. The teachers will also interview students and share best practices to increase student engagement. The information will be recorded within a document called a Student Improvement Plan. Student Improvement Plans is made up of a student goal, steps for the teacher to follow to promote engagement, and steps for the students to follow to engage in class. Materials will be needed and per session for additional hours of preparation for Child Study Team members using Tax Levy dollars.
2. Teachers will meet with ten to thirteen students at a time to explore leadership, reflect on decision making, and create, plan, and execute community service initiatives to improve the neighborhood. We will partner with Outward Bound to get assistance delivering the lessons and infusing team building opportunities for the students. No additional resources are required. Teachers meet during the 37.5 minute meeting scheduled on Mondays.
3. The child study team will meet once a week based on a referral process and data collected on students. The members will include our parent coordinator, school psychologist, social worker, guidance counselor, substance abuse counselor, outside counselor, and our director. The team will meet with parents, explore the history, brainstorm solutions, and refer services for students to increase student engagement. Materials will be needed and per session for additional hours of preparation for Child Study Team members using Tax Levy dollars.
4. Principal meets with the teachers individually to review report card grades, unit results, and ARIS data. The analysis is used to determine groupings, effective practices, and provide feedback on how the teacher can further understand their students. No additional resources are required.
5. Teachers will meet on a biweekly basis during the house meeting to review and collect award winners. Award ceremonies will be planned and executed on a monthly basis to recognize positive behavior, academic achievements, and highest overall averages. Materials will be needed to order certificates, trophies, and additional awards. Tax Levy monies will be used to fund.
6. Students will be provided a leadership course for two six week cycles to teach students how to make better decisions and to create a plan to achieve their goals. The program will be funded by 21st century grant monies.
7. Students will be provided a violence prevention course for two six week cycles to teach students how to talk out their differences and to participate in peer mediation. Students will learn how to work out their differences using non-violent methods. The program will be funded by 21st century grant monies.

Budget and Resource Alignment

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
"Parents express that a more precise feedback loop that include parents, would be helpful to them in supporting their children. Presently, parents receive monthly progress reports, but these reports do not offer detailed information regarding behavior, attendance, academic performance or next steps and often are left blank, hindering their usefulness as a tool for improvement."										
Review Type:	Quality Review	Year:	2011	Page Number:	5	HEDI Rating:	D			

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.										
X	6.2 Welcoming environment		6.3 Reciprocal communication							
	6.4 Partnerships and responsibilities		6.5 Use of data and families							

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.										
By March 2014, parents, teachers, and students will feel welcomed and encouraged to engage with the school resulting in a rating of the school as "above average" as measured by quarterly in-house surveys										

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).										
A. Strategies/activities that encompass the needs of identified subgroups										
<ol style="list-style-type: none"> Collaboratively meet with the PTA to increase parent involvement and improve communication so parents have the comfort of knowing what is going on at the school to help them feel welcomed. Host at least four events this year with parents attending (two of which will be award ceremonies for students) to build familiarity with the staff and students. Communicate bi-weekly through mailings to update parents on events and/or student academic performance to keep parents up-to-date so they feel welcomed when they arrive at the school. Provide online access to updated grades and behavior to all constituents so parents are fully aware of the status of their children so they can inquire at the school when its most convenient for them. Provide monthly parent workshops to improve our partnership with parents, inform parents of the academic expectations of the new CCLS, and to provide tips to engage parents in the learning process. Evaluate outreach to parents to keep them informed of progress and performance of students and adjust to findings. 										

7. Improve the appearance of the school to help parents feel welcomed.

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

1. Principal, Director, School Leadership Team, and Parents; Resources: Teacherease, Phone, Phone Messenger, Postage, and necessary materials
2. Director, School Leadership Team, and Teachers; Resources: Teacherease, Phone, Phone Messenger, Postage, and necessary materials
3. Director, School Leadership Team, and Parents; Resources: Teacherease, Phone, Phone Messenger, Postage, and necessary materials
4. Parent Coordinator, Office Team, Director, and Guidance Counselor; Teacherease, Phone, Phone Messenger, Postage, and necessary materials
5. Parent Coordinator, Leadership Program, Director, and Guidance Counselor; Resources: Teacherease, Phone, Phone Messenger, Postage, and necessary materials
6. Parent Coordinator, Guidance Counselor, SMT, Office Team, and teachers; Resources: Teacherease, Phone, Phone Messenger, Postage, and necessary materials.
7. Consultant - Replications, Principal, Teachers, School Leadership Team; Materials for posters, pictures, and signage

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

1. . By June 2014, there will a 80% satisfaction rate with the school communication assessed through a parent survey. Our benchmark will be 60% in January and 70% in April.
2. By June 2014, there will a 80% satisfaction rate with the school academic expectations assessed through a parent survey. Our benchmark will be 60% in January and 70% in April.
3. By June 2014, there will a 80% satisfaction rate with the school communication assessed through a parent survey. Our benchmark will be 60% in January and 70% in April.
4. By June 2014, there will a 80% satisfaction rate with the school communication assessed through a parent survey. Our benchmark will be 60% in January and 70% in April.
5. By June 2014, there will a 80% satisfaction rate with the school communication assessed through a parent survey. Our benchmark will be 60% in January and 70% in April.
6. By June 2014, there will a 80% satisfaction rate with the academic expectations of the school assessed through a parent survey. Our benchmark will be 60% in January and 70% in April.
7. By June 2014, there will a 80% satisfaction rate with the school environment assessed through a parent survey. Our benchmark will be 60% in January and 70% in April.

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

1. September of 2013 – June of 2014; Frequency – Once a week.
2. September of 2013 – June of 2014; Frequency – Once a week.
3. September of 2013 – June of 2014; Frequency – Once a week.
4. September of 2013 – June of 2014; Frequency – Once a week.
5. September of 2013 – June of 2014; Frequency – Once a week.
6. September of 2013 – June of 2014; Frequency – Once a week.

7. September of 2013 – June of 2014; Frequency – Once a week.

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

1. The principal and the director will meet with the members of the SLT and PTA at least once a month. The time will be dedicated to identifying best methods of communication, problem solving ways to increase parent attendance, and devising incentives to get more parents to reach out to the school. Materials will be needed for meetings and hourly funding for SLT members. This will be funded by Tax Levy monies.
2. The teachers and staff will collaborate together to set up four events to celebrate student performance and dedication. This will offer parents the chance to connect with staff and enjoy the achievements of their children. Materials will be used for supplying the events. We will use Tax Levy monies to fund.
3. The school will send an update on academic performance using Teacherease (printing out a progress report) at least once a month so parents are aware of their child’s performance level and promotional path. The mailings will also communicate progress in meeting the school goals and upcoming events. Stamps and supplies will be funded using Tax Levy monies.
4. The school will regularly update an online website to communicate with all constituents the current academic status and behavior of all students so parents can be informed at all times. The website access and e-mail accounts will be funded by Tax Levy monies.
5. The school will host workshops on promotional criteria, CCLS, methods on improving children performance, and more (based on workshops requested by parents). These workshops will be purposeful in communicating the academic expectations for all students. Workshops and facilitators will be funded using the 21st Century Grant monies.
6. Teachers will regularly communicate home with parents to update them on their progress, behavior, and invite parents to visit the school for conferences or to attend events. Materials and mailing costs will be funded by Tax Levy dollars.
7. Work with a professional designer for schools to decorate and improve the school aesthetically so people feel welcomed and want to visit our school. Improvements will be funded by Tax Levy monies.

Budget and Resource Alignment

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

X	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	Grants
----------	---------------------	-----------------	-----------------	------------------	------------------	---------------

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

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

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

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

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

Program Goals

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

By June of 2014, students will increase at least two reading levels and improve by over 35% from the math diagnostic to the March post-test assessment

Activities

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

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

1. In the last two years, we have done a vast amount of research in determining what engages our students. Much of what we discovered is aligned to Marzano's research. Student engagement increases when students have ownership through the goal-setting process and have regular communication about meeting their goals. Through our Extended Learning Time, we will set goals with the students to raise their achievement levels. Engagement also increases when the content is made relative to the students or are communicated through real-life application. The curriculum we will put together will be framed using a unit planning template which requires an overall frame for relating to the students' lives. Finally, technology (used correctly to promote higher-order thinking) increases engagement and will be offered throughout the Extended Learning Time. Activities will include an exploration of concepts where students will be asked to analyze and evaluate situations related to the concepts of ELA and Math. They will problem solve to arrive at answers. Students will also be exposed to the expectations of the state exams. Students will be hosted during a Saturday Academy running from January to April.

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

1. Students participating in the Extended Learning Time will have instruction delivered in a station model. Students will move from station to station where different foci will be offered for each student. Activities will host exploration with hands-on opportunities. Students will also be offered skill work to support the learning and scaffold the content. By partnering with a Community Based Organization, we will be providing at least one staff member per station to support student learning. Ratios within each station will range from 3 to 8 students (depending on the level of the student, the higher the performance, the higher the ratio). Each classroom will have a classroom teacher and three assistants. There will be a total of three classrooms. The overall program will be run by a director who will support teachers with supplies, feedback, and discipline interventions. The assistants will be responsible for providing skill-based instruction from a carefully selected curriculum.

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

1. Our ELT program will focus on all students especially the 70% of our school who scored a level one. The remainder of the students scored a level two or a low level 3. Our target population is our entire school. Any additional instructional time we can get with the students will benefit them for the state exams and for improving their skills in completing tasks requiring higher order thinking. The station work and additional staff will allow for instruction to be differentiated. Students will be divided according to their academic performance. The station work will be based specifically on the diagnostic results and the weekly progress of the students. By reducing the ratio of students to staff, the instruction can be catered to the needs of the students. The online program iReady will also adjust activities based on the student performance as he or she progresses.

Budget and Resource Alignment

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

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

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

Community Partnerships

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

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

Smart Education will serve our students during the Saturday Academy. This decision was made in collaboration with our School Leadership Team, staff, and administration. Smart Education will be expected to deliver skill-based instruction and follow the lesson plans provided by a curriculum. Smart Education will be able to assess students and use the assessment to target support.

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

1. Online component for Common Core Standard instruction based on the students specific needs
2. Individualized and small group instruction to support students through the exploration of unpacking the tasks
3. Skill based instruction online to build up the necessary skills to be successful with the CCLS
4. Conferences to check in with students on preparation and progress in getting ready for the state exams
5. Practice tests to expose students to what the state exam will include

ELT Program Narrative

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

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

The station work will provide opportunities for academics, skill development, and hands-on learning activities. The consistent approach with small ratios will provide feedback to students to support the social and emotional growth. Meetings will also be held with students to go over their goals and to set up systems for measuring progress. Finally, each session hosted with the students will involve an enrichment piece ranging from basketball, floor hockey, and intramural sports

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

1. Online component for Common Core Standard instruction based on the students specific needs
2. Individualized and small group instruction to support students through the exploration of unpacking the tasks
3. Skill based instruction online to build up the necessary skills to be successful with the CCLS
4. Conferences to check in with students on preparation and progress in getting ready for the state exams
5. Practice tests to expose students to what the state exam will include

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

We will be providing at least one staff member per 3 to 8 students to support learning. The smaller ration will allow for more frequent informative assessments so instruction can be tailored immediately to address misconceptions. The CCLS demand a high level of rigor. Our students need a tremendous amount of support to access those standards. We believe the smaller ratio will lend itself to helping students think through the process and eliminating the number of students who want to give up so quickly due to low self-esteem. Each classroom will have a classroom teacher and three assistants. There will be a total of three classrooms. The overall program will be run by a director who will support teachers with supplies, feedback, and discipline interventions. The assistants will be responsible for providing skill-based instruction from a carefully selected curriculum

D. Are the additional hours mandatory or voluntary?

Mandatory

x

Voluntary

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

The biggest obstacle we will face with our program is getting students to attend. We plan to remind families of the dates and times. We will also be calling homes and reporting attendance each day the program takes place. We will work with parents in offering an online component where students can make up the work at home if they miss a day. Finally, we will be offering incentives to motivate students to attend. The incentives will be based off of parent and student feedback.

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

Our data has shown students continue to struggle with reading and writing sustainability, citing evidence for a claim, using context clues to find the meaning of words, completing open-ended questions, using ratios for any purpose (fraction work), using formulas and variables, and graphing a function. These areas will be repeatedly infused in the curriculum while also providing test-taking skills and other specific standards based on the individual needs of the student. The students will be provided tasks specific geared toward the areas of struggle.

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

Yes

x

No

H. Describe how you are evaluating the impact of the ELT program on student achievement.

We will be evaluating the impact of our ELT program with a pre and post assessment. The students will be expected to progress from their diagnostic assessment to the end of the program assessment. The diagnostic will be targeted based off of the previous units covered in ELA and Math. For instance, context clues and citing evidence are two areas the students continue to struggle with in previous units. We will assess these standards more in-depth to target instruction. Goals will be set up on an individual basis to ensure students are improving in the targeted areas. This program contributes to our overall goals of improving the reading levels and performance on state exam. These assessments will also let us know how much of an impact the planning, organizing, and recruiting had on our students. The immediate feedback will be the overall pre to post unit assessment progress. We expect at least a 30% growth from the pre-assessment to the post.

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	iReady Read 180	Small group Small class reduction push in; work with bottom third	During During
Mathematics	iReady	Small class reduction push in; work with bottom third	During
Science	Smart Education Online Component	Small class reduction push in; work with bottom third	During
Social Studies	Smart Education Online Component	Small class reduction push in; work with bottom third	During
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Child Study Team	Small group and one on one	During

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

In order to ensure that our professional educators are and remain highly qualified, we have committed to:

- We will provide our teachers with opportunities to engage in looking at student work sessions through the use of a variety of protocols.
- We will showcase teachers' best practices in a variety of ways.
- We will provide teachers with an array of online professional development options
- We will provide teachers with opportunities to collaborate and reflect on teaching practices

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).

- Assigning Mentors – New teachers will be assigned mentors to support their lesson planning, classroom management, and exploration of content knowledge.
- Staff Developments – Outside consultants will be brought in to provide professional development to teachers both individually and within departments. The support will be targeted based on student data from units and observations in the classroom.
- Peer Evaluations - Teachers will be assessed using the peer observation process to determine the support they need individually and as a school. This data will be used to build a professional development plan to help teachers improve.
- Weekly Professional Development – Time will be set aside per week to provide teachers professional development from their peers or network staff. The professional development plan will be derived from peer observations.

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

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

- Title I SWP Translation Services – Money will be used to translate documents and set up translation staff for parents and students for school events.
- TL Translation Services – Students require translation services. These funds will help purchase them.
- TL Parent Teacher Conferences – Monies will be used to pay teachers per session to meet with parents in the evening to discuss academics and methods to engage students exploring interventions.
- TI School Support for OAPR Students – Monies will be used to provide additional tutoring and support for students who have been heldover or are in danger of repeating the grade
- OASAS Sub Abuse, Sub Abuse OTPS, The Gateway Drug Program – These monies will be used to fund assemblies and clubs to help raise awareness of the impact of drugs on health and family.

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.).

N/A

Measures to Include Teachers in Decisions Regarding Assessments

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

The staff met during the late summer to discuss the options that were available. A committee of teachers reviewed the options

and presented out to the staff. All questions were fielded by the team of teachers and the principal. Teachers worked within their departments to finalize their decisions. Professional development was provided within departments to go over and teach the teachers who to utilize the different data points.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

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

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

Part I: School ELL Profile

A. School Information

District 04	Borough Manhattan	School Number 013
School Name Central Park East Middle SchoolJ.H.S. 13		

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 Jacob Michelman	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher Lauren Donnelly	Guidance Counselor Chinyere Emma-Iwuoha
Teacher/Subject Area Vivian Garcia/ELA	Parent Stacy Fairclough
Teacher/Subject Area Sandie Murphy/Math	Parent Coordinator Karen Smith
Related Service Provider Ilana Sitkoff	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	106	Total number of ELLs	15	ELLs as share of total student population (%)	14.15%
--	------------	----------------------	-----------	---	---------------

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														
Pull-out								1	1					2
SELECT ONE														0
Total	0	0	0	0	0	0	0	1	1	0	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	3
SIFE	2	ELLs receiving service 4-6 years	6	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	5	2	1	6	0	1	4	0	1	15
Total	5	2	1	6	0	1	4	0	1	15

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								5	8					13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	5	10	0	0	0	0	15

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)									3					3
Advanced (A)								4	6					10
Total	0	0	0	0	0	0	0	5	10	0	0	0	0	15

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					0
7	4				4
8	8	1			9
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									0
7	3		1						4
8	9								9
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.
At Central Park East Middle School, Fountas and Pinnell running records are used to assess the early literacy skills of the ELLs. The Spanish LAB-R is used to assess the early literacy skills of ELLs in the native language. This data has helped to target areas of potential growth for ELLs. Overall, the ELLs need help improving their reading comprehension and retention skills. In addition, the beginner and intermediate ELLs need help developing their reading fluency. This data has helped to inform the school's instructional plan by targeting areas for improvement and assisting in setting goals for the year.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Given the small ELL population at Central Park East Middle School, it is difficult to give a summation of data patterns across proficiency levels and grades. Of the fifteen ELLs, ten are in 8th grade and five are in 7th grade. Of the ten 8th grade students, there are six advanced students, three intermediate students, and one beginner student. Of the five 7th grade students, there are four advanced students and one beginner student. The ELL population at Central Park East Middle School is composed of primarily advanced students (ten students). The number of intermediate students accounts for the second largest group of ELLs (three) and the group of beginner students (two) is the smallest group.
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](#))
At this time, the state did not provide this data. The NYSESLAT modality report, RNMR, is not available at this time.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Students have not opted to take tests in their native languages.
 - b. Central Park East Middle School has not opted to use the Periodic Assessments.
 - c. Central Park East Middle School has not opted to use the Periodic Assessments.
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: Central Park East Middle School is a middle school. There are no students in grades K-5.
6. How do you make sure that a child's second language development is considered in instructional decisions?
All teachers are aware of who the ELL students are. Teachers have been provided with a detailed list of the ELLs in their classes and the proficiency levels of these students. Teachers differentiate and scaffold the content area curriculum to ensure access to content area knowledge for ELLs as the students continue to develop English language skills. Teachers in all subject areas provide vocabulary instruction as a means of promoting academic language development for ELLs.
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?Central Park East Middle School does not have a dual language program at this time.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the programs for ELLs is evaluated through student progress. The Fountas and Pinnell running reading records are used as a means of tracking student progress throughout the year. Student performance on the NYSESLAT, NYS ELA and NYS Math exams are also used as a means of assessing the success of the programs for ELLs in helping them to accomplish grade level standards. Students are assessed in the beginning of the year and will be assessed at the end of the year to mark their progress and the success of the ELL program. The progress of ELL students is assessed throughout the year to monitor student achievement. Classroom observation and class work is used as a means of evaluating the success of the programs available for ELLs.

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](#).)
 1. The secretary gives the parents the HLIS in their language of preference. The secretary calls the trained pedagogue in charge of the administration of the HLIS.
 2. The trained pedagogue administers the HLIS. The trained pedagogue carries out parent and student interview. The trained pedagogue then screens the HLIS to determine home language and eligibility for LAB-R testing.
 3. The secretary enters the home language code and other important information into ATS screens.
 4. The trained pedagogue follows the identification and placement process as per CR Part 154 mandates.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Within ten days of a new admit student enrollment at Central Park East Middle School, parents watch the Orientation Video in their preferred language. Parent Orientation is an ongoing process for new admits throughout the school year. The Parent Choice Program is explained to parents and parents make their decision after they are given the opportunity to view the DVD and read brochure. The meeting is documented and this documentation is put into the student's cumulative file recording their attendance at this meeting.
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 [\[see tool kit\]](#).)

Central Park East Middle School ensures that entitlement letters are distributed and parent Survey and Program selection forms are returned, and secured/stored by beginning the process in a timely manner. All letters and forms are documented and filed in the students cumulative folders. If a form is not returned, the default program placement is Transitional Bilingual Education. The child is temporarily placed in our freestanding ESL program until a placement in a neighboring school's TBE program can be arranged.
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.

Central Park East Middle School only offers a freestanding ESL program at this time. If the parents select an ESL program, the child is placed in the ESL program at the school. If the parent chooses a bilingual program, we temporarily place the student in our ESL program. During this time, the parents and ESL department will work together to find a placement for the student in a bilingual program in a neighboring school. As per the ASPERA consent decree, if we have 15 students of a shared language in two contiguous grades, then a bilingual program will be established. If a parent does not return a form, the child is added to the list of students who have chosen a bilingual program (bilingual education is the default program). The student will be temporarily placed in the ESL program at our school until a suitable alternative is found. This communication with parents during this process is always in the preferred language. If a translator is not available on site the particular preferred language of the parent, the translation department will be called and arrangements will be made.
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.

The RLER is checked frequently to monitor which students are eligible for the NYSESLAT tests. A list is kept and updated frequently to monitor student completion of each section. The process of testing students begins on the first possible day of NYSESLAT testing to ensure that multiple opportunities are available to test the students if a student is absent on the day of testing one or more of the modalities.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The Parent Survey and Program Selection forms for the last few years indicate a 100% parent choice consensus for an ESL program at the school. At this time, parents have not requested a dual language or transitional bilingual program. Central Park

East Middle School offers a freestanding ESL program which aligns with the requests of parents.

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])?
 - a. Central Park East Middle School utilizes a pull-out organizational model for the ESL program.
 - b. The school is organized in a block schedule where classes of students travel together as a group. For the school's ESL program, classes are ungraded; the 7th and 8th grade students are together in one class. The ESL program is heterogenous; beginner, intermediate, and advanced students are in ESL classes together.
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)?

Given the size of the school, there is one ESL teacher providing ESL services to the fifteen ELLs at the school. Beginner, intermediate, and advanced students receive at least the minimum of state mandated ESL services per week. Beginners receive at least 180 minutes, intermediate students receive at least 360 minutes, and advanced students receive at least 360 minutes per week. Students are not provided NLA instruction as the school has a freestanding ESL program. All ESL students at all levels receive ELA instruction in an ELA class with their non ESL peers. All ESL students receive at least 260 minutes of ELA per week.

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

Learning Standards.

Content area instruction is delivered in English as the school utilizes a freestanding ESL program model. Content is made comprehensible to ELLs while fostering language development and meeting the demands of the Common Core Learning Standards through translation, scaffolding, and differentiation as utilized by the teachers of the content area classes. Teachers utilize realia, pictures, visuals, and graphic organizers to help the ELLs learn content as well as develop language skills. Teachers focus on teaching vocabulary to help strengthen the language skills and content area knowledge of ELLs. Teachers use their knowledge of and adherence to the Common Core Learning Standards to prepare ELLs. Content area teachers work with the ESL teacher to make Common Core level material accessible to ELLs. Content knowledge is reinforced in ESL classes.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELLs are appropriately evaluated in their native languages throughout the year by speaking their native language with teachers, staff, and other professionals in the school to informally assess their native language skills. Students have opportunities to interact with other students who speak their native languages through opportunities to interact with their ELL and non ELL peers. ELLs have the opportunity to take state assessments in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are appropriately evaluated in all four modalities of English acquisition throughout the school year. The four modalities (reading, writing, speaking, and listening) are incorporated into each ESL lesson and are addressed in content area lessons as well. Students are evaluated in each modality throughout the year and many assessments include the four modalities for ELLs. Student performance on language assessments is documented so that progress can be monitored. Students are evaluated in the four modalities both formally and informally as well as formatively and summatively. Anecdotal logs are kept and updated. The anecdotal logs outline student performance, progress, and goals.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. SIFE students are given at least the minimum amount of hours and services that are mandated. SIFE students who qualify receive AIS to support their growing academic knowledge and language skills. A SETSS teacher works with SIFE students to support them in their academics.

b. ELLs who have been in US schools for less than three years are focused on communicating through content area academics. who are newcomers are focused less on perfecting communication and more on the content of what they are communicating to foster language development.

c. ELLs receiving service for 4 to 6 years are focused on building academic language skills, building confidence in their growing language ability, and correcting grammar and pronunciation to achieve fluency in English.

d. Long term ELLs are focused on progressing in academic language skills and perfecting grammar and pronunciation skills to achieve a native-like fluency in English.

e. After achieving a “proficient” level on the NYSESLAT, former ELLs are given two years of transitional support and testing modifications to help them to continue being successful.
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
To provide access to academic content areas and accelerate English language development, teachers of ELL-SWDs use Spanish/English videos, videos on content area topics with English subtitles, graphic organizers, small groups, and one-on-one teacher conferences with the students. The ESL and SWD teachers also collaborate to use the same successful strategies (scaffolding, differentiation, and UDL) in the students' classes.
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?
To ensure that students are placed in the least restrictive environment while simultaneously ensuring that students achieve their IEP goals and attain English proficiency, Central Park East Middle School utilizes push-in and self-contained models. The push-in model helps to have ELLs with learning disabilities mainstreamed with their non SWD peers. Students are placed in the setting

that is the least restrictive dependent upon the needs of the student.

Courses Taught in Languages Other than English 

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0	0	0
Social Studies:	0	0	0
Math:	0	0	0
Science:	0	0	0

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

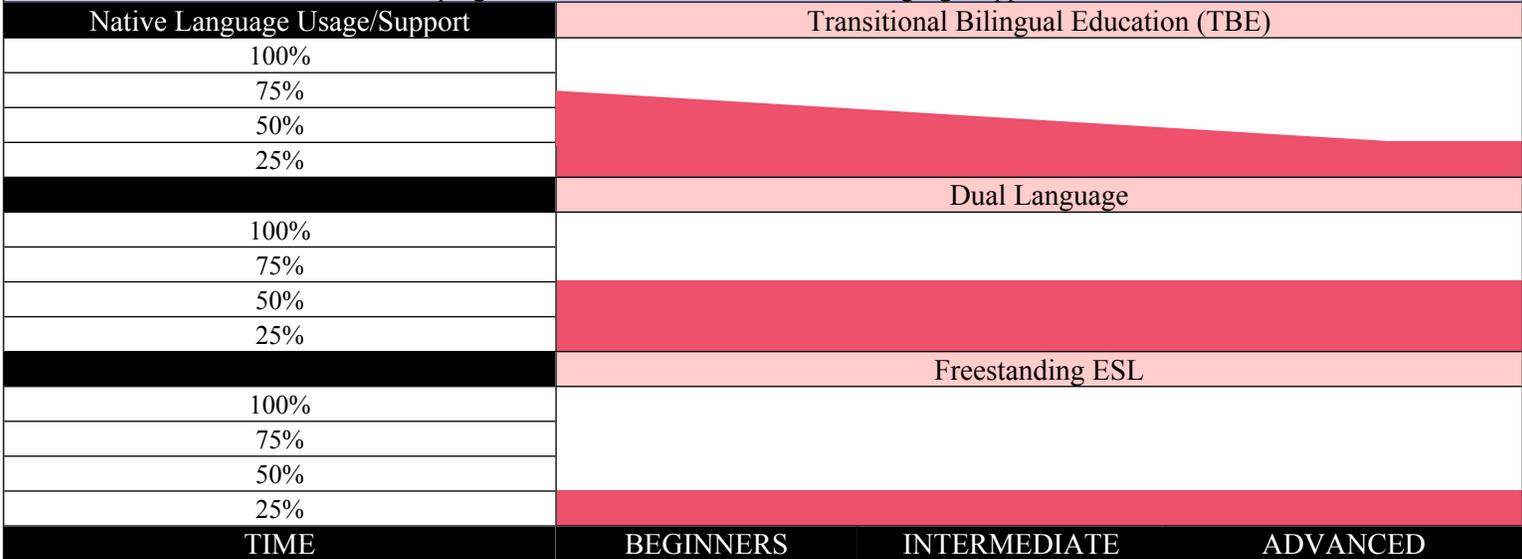
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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.

Central Park East Middle School offers an Academic Intervention Services program for students struggling to reach grade level. ELLs who are below grade level on ELA and/or mathematics are put into the AIS program. The ELA and mathematics AIS programs target student needs, support content classes, and teach learning strategies to help these students reach grade level. These services are offered in English.

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

The current program works to foster the basic interpersonal communication skills of students as well as the cognitive academic language proficiency of students. The program is effective in meeting the needs of ELLs in both content and language development as these are the major goals of the program and both of these areas are addressed during ESL class.

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

New programs are not being considered at this time.

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

Programs and services for ELLs are not being discontinued at this time.

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

ELLs are afforded equal access to all school programs. Posters with information regarding all school programs are posted in English as well as in Spanish and ELLs are encouraged to participate in all school programs. ELLs are offered the opportunity to participate in after school sports programs, an after school homework and academic support program, and a dance program.

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

Spanish textbooks in content areas, google translate, smartnotebook, smartboards and bilingual dictionaries are used to support ELLs in the content areas.

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

Native language support is delivered in the ESL model at Central Park East Middle School through translating directions, phrases, and words into the students' native languages and the availability of bilingual dictionaries, online translation websites, and Spanish textbooks for the content area classes.

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

Students receive content area support by grade level that corresponds to topics and vocabulary being used in students' grade level content area classes. Students are given age and level appropriate materials to foster language development and content area mastery. Students are given opportunities in ESL class to work with peers of similar ability and grade level.

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.

New ELLs at the school are paired with an ELL that is at a more advanced level and is an acclimated and integrated participant in the school community. This peer helps introduce the new ELL to the daily routines and protocol at the school and acts as a guide and resource for the new ELL.

18. What language electives are offered to ELLs?

ELLs are offered a Spanish elective program

19. For schools with dual language programs:

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

Not applicable: Central Park East Middle School does not have dual language programs at this time.

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. Professional development workshops that focus on meeting the needs of ELLs are attended by ELL personnel at Central Park East Middle School. ELL personnel at the school attend workshops offered by the Office of English Language Learners to explore areas such as scaffolding and differentiation to meet the needs of ELL personnel in effective teaching practice for ELLs.
 2. Professional development opportunities focused on scaffolding, information chunking, and differentiations are offered to teachers of ELLs to support ELLs as they engage in the Common Core Learning Standards. Teachers of ELLs also attend professional development workshops offered by the Office of English Language Learners as well as workshops focused on the Common Core learning Standards to give teachers the tools to support ELLs as they engage in the Common Core learning Standards.
 3. Prior to the 8th grade students entering high school, contact is made to the high schools to ease this transition for the ELLs. Translation services and a buddy systems are provided so that ELLs from Central Park East Middle School will be successful in their future academic pursuits. Guidance counselors are informed of the needs of ELLs and work with ELLs to prepare them for high school so that they know what to expect in their new academic settings.
 4. All teachers receive training for working with ELLs. Weekly house meetings are held during which time staff may breach questions regarding working with ELLs. All teachers and staff attend professional development workshops related to working with ELLs and how to best meet the needs of ELLs.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. In addition to parent teacher conferences, the parent orientation, and regular contact with parents, parental involvement of the parents of ELLs is fostered through the availability of monthly English classes for parents. Translation services are provided to ensure successful communication.
 2. The English language classes offered at Central Park East Middle School are provided through a partnership with The Leadership Program. Translation services are provided to ensure successful communication.
 3. The needs of the parents are evaluated based on the results of the administered Parent Needs Survey. The parent coordinator acts a liaison and communicates the needs of the parents to the school. Translation services are provided to ensure successful communication.
 4. A parent survey is administered to gather parent feedback. This survey determines if the needs of the parents of ELLs are met through the parental activities offered or if additional services are required to meet the needs of the parents. The parents of ELLs have expressed their need for English language classes which are currently being offered through the school. Translation services are provided to ensure successful communication.

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: CPEMS JHS 13

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jacob Michelman	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Lauren Donnelly	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Ilana Sitkoff	Other <u>School Psychologist</u>		11/14/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 04M013 School Name: Central Park East Middle School

Cluster: 6 Network: 613

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

Part A: Needs Assessment Findings

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

All incoming students are interviewed by our family worker, parent coordinator, guidance counselor, and substance abuse counselor. The interviews are used to orient the parent to our systems, expectations, and to assess any support that is needed. The assessment for needs includes a thorough exploration of any language barriers that may be encountered for both the parent and the student. We also administer the language survey so the proper services can be set up. These services and translation needs are communicated to staff through memo and during our morning meetings.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

As mentioned in question 1, the translation needs of our students are communicated to staff through our weekly memo. We also share any supports set up or services being administered through our morning meeting when all staff are present. In addition, teachers meet twice a month to discuss students and debrief any new findings. Additional interventions are put in place as per the needs of the student through a written plan called Student Improvement Plans.

Part B: Strategies and Activities

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

All documents will either be translated and provided in the mailing or directions will be provided on how to access or retrieve translations for all documents mailed or backpacked home. We currently have staff for all translation needs for the variety of languages of our community. Staff will be available to translate for parents so communication can be established. If any new translation needs are required, outside of our current resources, we will reach out to vendors to provide translation for our parents and students.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

For all events or visitations, interpreters for parents and students will be offered. We currently have staff that speak all the languages gathered from our parent language surveys. If we encounter a student or parent who speaks a language beyond my staff's capability of translation, we will seek an outside vendor to offer translation services.

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

All documents provided to parents through a mailing, e-mail, or backpacking will be translated to the needed languages assessed from our language surveys or we will provide directions in the native language to access the documents translated in their preferred language. Translators will also be available for all school events.