



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** HORACE GREELEY MIDDLE SCHOOL

**DBN (i.e. 01M001):** 30Q010

**Principal:** CLEMENTE LOPES

**Principal Email:** CLOPES@SCHOOLS.NYC.GOV

**Superintendent:** DR. PHILLIP COMPOSTO

**Network Leader:** DAN PURUS

### 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
Clemente Lopes	*Principal or Designee	
Cathy Sarlo	*UFT Chapter Leader or Designee	
Amal Salamah	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Ndeyefatou Mbaye	Member/ Teacher	
Jennifer Santora	Member/ Teacher	
Karen Martin	Member/ Teacher	
Maria Zic	Member/ Teacher	
Pauline Grech	Member/ Parent	
Debbie Zerhouane	Member/ Parent	
Dylsia Tapia	Member/ Parent	
Claudia Chacon	Member/ Parent	
Mir Rubino	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.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

**ELA School-Wide:** We expect to see 5% of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders moving from a Level 1 to a Level 2 and a Level 2 to a Level 3. We expect to see a 5% increase in students moving from a Level 3 to a Level 4 on the state ELA exam by June 2014.

### Comprehensive Needs Assessment

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

Prof. Level	Level 1					Level 2					Level 3/4				
	2010	2011	2012	2013	2014 Goal	2010	2011	2012	2013	2014 Goal	2010	2011	2012	2013	2014 Goal
Gr.6	16.5%	10%	10%	36.6%	5% Dec	35.6%	46%	46%	43.3%	5% Inc	47.9%	46%	44%	20%	5% Inc
Gr.7	13.6%	12%	7%	30.3%	5% Dec	47.8%	46%	51%	42.7%	5% Inc	38.6%	42%	43%	27%	5% Inc
Gr.8	10.7%	6%	8%	35.8%	5% Dec	42.3%	53%	49%	42.4%	5% Inc	47%	38%	43%	21.8%	5% Inc

- Data from NYSED/L2RPT/IRS
- According to the performance trends evident on our Annual Report, our overall student performance has decreased from 43.3% of students being proficient in ELA in 2012 to 22.9% at proficiency in 2013.
- This is due, and it is reflective of, a state wide decrease on all student's performance in the area of ELA and Math. A decrease state wide of nearly 70%

#### 6<sup>th</sup> Grade:

**6<sup>th</sup> Grade** Level 1 students have decreased from 16% in 2010 to 10% in 2011 and 2012. In 2013 the percentage of Level 1 students has increased to 36.6% from 10%. Our percentage of Level 1's increased by 26%.

**6<sup>th</sup> Grade** Level 2 students have also decreased from 46% in 2012 to 43.3% in 2013. In 2013 we plan to decrease our LV. 2s to a 38%.

**6<sup>th</sup> Grade** In 2011, 46.9% of students scored a Level 3 or Level 4 and in 2012 that dropped to 44%. The trend noticed is that our scores have gone up significantly pre 2010, then have dipped from 2010. On. In 2013, the percentages of Level 3's and 4's have decreased again to 20%, and based on the fact that 2013 is a baseline year it is our target to raise the percentage to 25% or better in 2014.

#### 7<sup>th</sup> Grade:

The percentage of **7<sup>th</sup> Graders** scoring a Level 1 in 2010 was 16.5%. In 2011, our Level 1's decreased 6.5% to 10%, and remain at 10% for the following year. Our LV 1s in 2013 accounted for 36.6% of our students a number we will decrease to 31.6 percent or better during the 2013-2014 school year.

The number of **7<sup>th</sup> Grade** level 2's decreased from 51% in 2012 to 42.7% in 2013. In 2013, our Level 2's have decreased 8.3%, a reflection on the increase of level ones. Level 3's and 4's went from 43% during the 2012 school year to 21.8% in 2013. In 2013, the percentage of Level 3/4's has decreased by 21.2%, and we expect an increase to 26.2 or better for the 2014 school year.

#### 8<sup>th</sup> Grade:

In 2012, 8% of **8<sup>th</sup> Graders** scored a Level 1, while in 2013 35.8% of students scored at LV 1, an increase of 26.2%. We plan to reduce our LV 1 students to a 30% or

netter for the 2014 school year.

In 2012, 49% of 8<sup>th</sup> Graders scored a Level 2. In 2013, 42.4% scored a Level 2, the number of Level 2's decreased 6.6%. Although the number of level 2s decreased, that is due to a stall, and slight backward movement, we expect to see an increase of level twos comparable to 48% or better

Level 3's and 4's in the 8<sup>th</sup> Grade declined from 43%% in 2012 to 21.8% in 2013. In 2013 the percentage of Levels 3 and 4 decreased by 21.2%. We expect to see an increase in this area by 26.8% or better in the 2014 school year.

To be noted that as opposed to the prior year that reflected 0% of students at LV 4, during 2013, we had approx. 8% of our eight graders with level 4s.

These performance trends throughout the grades are mirrored in the school's overall performance trend.

The LEP subgroup did NOT make AYP.

Students With Disabilities made AYP.

We are currently a school in good standing.

We intend to continually monitor the progress of the LEP and SWD student groups by analyzing data from Datacation, ARIS, periodic assessments, pre and post assessments, Inquiry Team work, NYC performance Exams, and the Progress Report. We will also utilize student IEPs, NYSESLAT, and LAB-R results to monitor and offer additional support to these two specific student subgroups.

Additional instructional support in ELA remains a top priority for all of our students. Many of these same students are receiving additional support by being part of the AIS program. Aside from the aforementioned quantitative data, the following qualitative data will be used to monitor and address ELA needs:

Formal and informal observations, portfolios, rubrics, writing samples, class work, homework, and projects will also be utilized for student progress. We are committed to student progress in English language Arts.

### **Instructional Strategies/Activities**

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

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

1. Students will be programmed into ELA in a block schedule format.
2. Students that have not met proficiency will be programmed into AIS classes where we continue to use the NFTE program for College and Career Readiness.
3. Selected students in Grade 6<sup>th</sup> will also be programmed into NFTE-a supplement program to our already existing AIS.
4. After-school ELA and test sophistication program.
5. Students' progress reviewed every four to five weeks. Instructional teams prepare and revise Tasks aligned to the CCLS, and make adjustments as needed with the assistance of our Network ELA point person.

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

1. Principal
2. Teacher Professional Learning Teams
3. ELA and AIS teachers
4. ELA Department Chairperson
5. Data Specialist and Inquiry Teams

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

1. Provide weekly meeting time for teacher teams
2. Teacher teams meet with Inquiry team bi-weekly to analyze department data (by grade, class, gender, status)
3. Monthly department meetings with department heads
4. Weekly Danielson implementation meetings
5. By June 2014, we expect to see a 5% increase as shown in the Table on the Comprehensive assessment section.

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

1. September 2013
2. November 2013 to March 2014
3. September 2013 to June 2014

4. Wednesdays, 2:20 pm to 2:55 pm, September 2013 to June 2014.
5. April 4 to 8, 2014.

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

In order to provide our students in all subgroups with additional instructional and student support programs, such as the after school ELL prep courses, Saturday Academy, ESL Accelerator, NFTE, Direct instruction for SWD students, and Echalk. We will fund these programs with our Title I, Title III, NYSTL Software, and Fair Student Funding, so that our students have greater access to the CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal. Our school carefully monitors the effectiveness, coordination, and integration of these programs. These services supported by NCLB are coordinated to ensure that there are no duplication of services to ensure equity and access so that all eligible students (including students in targeted subgroups SWDs, ELLs, Homeless, SIFE) are provided with services to expedite their progress towards meeting this annual goal and state assessments.

***Strategies to Increase Parental Involvement***

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

- Solicit opinions/interest of parents at PA meetings
- Surveys to help in planning, review and improvement of the school's programs
- Provide copies of policy/compact to all parents
- Bi-monthly open houses with workshops on ARIS, E-chalk, Pupil Path and how to read State exams results.
- Workshops on High School and College readiness

***Budget and Resource Alignment***

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

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

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

- NYSTL Software Funding, Fair Student Funding, Title I Funding, Contract for Excellence Funding, Tax Levy Funding
- NFTE
- Spell/Read Program
- One supervisor per session 3 days per week
- 8 teachers per session 3 days per week

Instructional materials are to be used during the regular school day and after school

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

**SWD/ELA:** We expect to see 5% of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders moving from a Level 1 to a Level 2 and a Level 2 to a Level 3. We expect to see a 5% increase in students moving from a Level 3 to a Level 4 on the state ELA exam by June 2014 and make AYP.

**Comprehensive Needs Assessment**

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

- SWD student subgroup made their Safe Harbor target in 2010. In 2011 and 2012 SWD did not make AYP, however, in 2013 we made AYP and are a school in good standing.
- We intend to continue to carefully monitor the progress of the SWD student groups by analyzing data from ARIS, Datacation, NYC performance exams, pre and post assessments, Professional learning Team work, and the Progress Report.
- We will utilize student IEPs, and Hard Data, to monitor, analyze, and offer additional support to this student subgroup.

Our students with disabilities (SWDs) made AYP in ELA during the 2013 school year. Moving forward, we will discuss the possibility of continuing to use a web based and research based reading programs with our Special Education students, **Spell-Read**, and a phonic and comprehension program for RTI called **Direct Instruction**.

### ***Instructional Strategies/Activities***

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

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

1. Students will be programmed into ELA in a block schedule format.
2. Students that have not met proficiency will be programmed into AIS.
3. Select students will also be programmed into Direct Instruction in order to address deficiencies (RTI).
4. Develop an after-school ELA and test sophistication program for identified SWD only.
5. Direct Instruction results will be analyzed ever four to five weeks in order to ensure that children are rotated and assigned according to their abilities and Skill level

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

1. Principal, Asst. Principal.
2. Teacher Professional Learning Teams, and School Based Support Team
3. School psychologist, and guardian counselors of the academy
4. ELA, Special Ed., and SETTS teachers
5. ELA Department Chairperson, Data specialist, counselors.

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

1. Provide weekly meeting time for teacher teams
2. Teacher teams meet with Inquiry team bi-weekly to analyze department data (by grade, class, gender, status)
3. Monthly department meetings with department heads
4. Monthly Special education meetings ran by the CFN 208
5. Professional development for parents to better assist the students at home

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

1. September 2013 – June 2014
2. Sept. 2013 to June 2014
3. November 2013 to June 2014
4. January 2014 to June 2014.
5. November 2014 to June 2014.

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

In order to provide our SWD with additional instructional and student support programs, such as the after school test prep courses, Direct instruction for SWD students, and Echalk, we will fund these programs with our Title I, NYSTL Software, and Fair Student Funding, so that our students have greater access to the Common Core and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal. Our school carefully monitors the effectiveness, coordination, and integration of these programs. These services supported by NCLB are coordinated to ensure that there are no duplication of services to ensure equity and access so that all SWD students are provided with services needed to expedite their progress towards meeting this annual goal and state assessments.

### ***Strategies to Increase Parental Involvement***

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

- Solicit opinions/interest of parents at PA meetings
- Surveys to help in planning, review and improvement of the school's programs
- Provide copies of policy/compact to all parents
- Bi-monthly open houses with training in ARIS, Echalk, and how to read Acuity and State exams results.
- Workshops on High School and College readiness.

- Workshops on the adolescent child, and SWD for Parents

Borough workshop for parents that have children with IEPs.

***Budget and Resource Alignment***

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

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

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

- NYSTL Software Funding, Fair Student Funding, Title I Funding, Contract for Excellence Funding, Tax Levy Funding
- Learn a Zillion, a research based program that scaffolds students comprehension and paces instruction virtually according to each child needs. Taking place during the regular school day, and after school.
- Direct Instruction, a program that assist the students in the development of phonetic awareness and grammar structure. Taking place during the regular school day as our RTI
- Title I, for after school Test sophistication programs, one supervisor per session 3 days per week
- Title I, for after school Test sophistication programs, 8 teachers per session 3 days per week or as needed.

### Goal and Action Plan #3

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

#### Annual Goal #3

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

**ELL/ELA:** We expect to see 5% of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders moving from a Level 1 to a Level 2 and from a Level 2 to a Level 3. We expect to see a 5% increase in students moving from a Level 3 to a Level 4 on the state ELA exam by June 2014. 5% of students will also progress at least one Level on the NYSESLAT exam.

#### Comprehensive Needs Assessment

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

- **In 2013, 25% of ELLs PASSED the NYSESLAT, and total 43% of ELLs moved up a level, henceforth we met our goal in this area.**
- We did NOT make AYP in this student subgroup for 2013. ELL's will continue to be a strong focus for the 2013-2014 school year.
- In 2013-2014, we also plan to continue offering an after-school ELL\ ELA Program to prepare students for the state ELA exam and the NYSESLAT. By doing so, we expect to see 5% of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders moving from a Level 1 to a Level 2 and from a Level 2 to a Level 3. We expect to see a 5% increase in students moving from a Level 3 to a Level 4 on the state ELA exam by June 2014. 5% of students will also progress at least one Level on the NYSESLAT exam.

#### Instructional Strategies/Activities

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

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

1. ELL students will be programmed into ELA in a block schedule format, as well as, receiving their mandated time in ESL classes 4-8 times per week as required by their NYSELAT level.
2. Students that have not met proficiency will be programmed into AIS classes.
3. Selected students will also utilize the ESL accelerator during and after school.
4. After-school and Saturday academy ELA and test sophistication program for ELLs only, will begin in late January, that is skill-specific as determined by data provided by Datacatation, and ARIS.
5. Hard Data from ESL accelerator, and NYC Performance exams will be used to analyze the students' progress every four to five weeks, and make adjustment were necessary

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

1. Principal, Asst. Principal
2. Professional Learning Teams, and ESL Specialist
3. ELA, Special Ed., and ESL teachers
4. ESL Department Chairperson, Core teachers, Asst. Principal
5. Data Specialist, Asst. Principal

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

1. Provide weekly meeting time for teacher teams
2. Teacher teams meet with Inquiry team bi-weekly to analyze department data (by grade, class, gender, status)
3. Monthly department meetings with department heads
4. After school professional development for ELL parents to better assist the students at home with Language acquisition.
5. Provide and schedule time for Extra assistance for those children who scored a LV A on the ESL accelerator, or on the NYSESLAT.

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

1. September 2013 – June 2014
2. October 2013 to June 2014
3. November 2013 to June 2014
4. January 2014 to May 2014.
5. November 2013 to June 2014.

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

In order to provide our ELLs with additional instructional and student support programs, such as the after school test sophistication program, Sound Reading, ESL accelerator, and Echalk, we will fund these programs with our Title I, Title III, NYSTL Software, and Fair Student Funding, so that our students have greater access to the CCLS, the NYSESLAT test, and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal. We will carefully monitor the effectiveness, coordination, and integration of these programs. These services supported by NCLB are coordinated to ensure that there are no duplication of services to ensure equity and access so that all ELLs students are provided with services needed to expedite their progress towards meeting this annual goal and state assessments.

**Strategies to Increase Parental Involvement**

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

- Solicit opinions/interest of parents at PA meetings
- Initial meeting with the parents of all ELLs to assist with the Program Choice, and the completion of the HILS form.
- Implementation of Naturalization classes for adults Via a CBO
- Implementation of ESL adult classes, Via a CBO ( Good Will Ind.)
- Provide copies of DOE policy for ELLs, description of ELL program, and related ELL services to all parents
- Bi-monthly open houses with training in ARIS, Echalk, and how to read and interpret State exams results.
- Workshops on High School and College readiness. Workshops on the adolescent child

**Budget and Resource Alignment**

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

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

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

- NYSTL Software Funding, Fair Student Funding, Title I Funding, Contract for Excellence Funding, Tax Levy Funding , and Title III
- Sound reading, a research based program that scaffolds students comprehension and paces instruction virtually according to each child needs. Taking place during the regular school day, and after school.
- ESL accelerator, a phonetic, visual/kinesthetic program that allows the children to progress at various levels of instruction.
- Title III, for after school Test sophistication programs, one supervisor per session 3 days per week
- Title III, for after school Test sophistication programs, 8 teachers per session 3 days per week or as needed.
- Title III, for Saturday academy, 1 supervisor 4 teachers per session.

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Mathematics School-wide:** Due to an overall decrease in proficiency, Mathematics will continue to be a focus in the 2013-2014 school year. By June 2014, 5% of grade 6, 7, and 8 students (including ELLs and SWDs) will move from a Level 1 to a Level 2 and from a Level 2 to a Level 3 and 5% will move from Level 3 to a Level 4 on the State Math exam.

**Comprehensive Needs Assessment**

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

**Data Source: NYSED/L2RPT/IRS**

Prof . Lev	Level 1	Level 2	Level 3/4
------------	---------	---------	-----------

el															
Year	2010	2011	2012	2013	2014 Goal	2010	2011	2012	2013	2014 goal	2010	2011	2012	2013	2014 Goal
Gr.6	8.3%	5%	8%	29.4%	5% Dec	30.1%	32%	32%	44.4%	5% Inc	61.6%	64%	61%	26.2%	5% Inc
Gr.7	21%	4%	7%	34.5%	5% Dec	30.5%	24%	25%	37.7%	5% Inc	63.3%	72%	68%	27.7%	5% Inc
Gr.8	4.7%	4%	3%	21.2%	5% Dec	38.2%	34%	31%	49.7%	5% Inc	57.9%	62%	66%	29.1%	5% Inc

Prior to 2012, we have made significant gains in the area of Mathematics in all student subgroups. Due to an overall decrease in proficiency, Mathematics will continue to be a focus in the 2012-2013 school year.

**6<sup>th</sup> Grade:**

Level 1's have gone from 8% in 2012 to 29.4% in 2013. This is an increase of 21.8%, an increase that is reflective of the trend throughout the state, post the administration of the new exam. Based on the assumption that 2013 is our new baseline year, it is our target to decrease the percentage to 24.9% or better in 2014. Level 2's have gone from 32% in 2012 to 44.4% in 2013. This is an increase of 22.8%, an increase that is reflective of the trend throughout the state, post the administration of the new exam. Based on the assumption that 2013 is our new baseline year, it is our target to raise the percentage to 49.4% or better in 2014. Level 3/4, have gone from 61% in 2012 to 26.2% in 2013. This is a decrease of 34.8%, a decrease that is also reflective of the trend throughout the state, post the administration of the new exam. Based on the assumption that 2013 is our new baseline year, it is our target to raise the percentage to 31.2% or better in 2014.

**7<sup>th</sup> Grade:**

Level 1's have gone from 7% in 2012 to 34.5% in 2013. This is an increase of 27.5%, an increase that is reflective of the trend throughout the state, post the administration of the new exam. Based on the assumption that 2013 is our new baseline year, it is our target to decrease the percentage to 29.5% or better in 2014. Level 2's have gone from 25% in 2012 to 37.7% in 2013. This is an increase of 17.7%, an increase that is reflective of the trend throughout the state, post the administration of the new exam. Based on the assumption that 2013 is our new baseline year, it is our target to raise the percentage to 42.7% or better in 2014. Level 3/4's have gone from 68% in 2012 to 27.7% in 2013. This is a decrease of 40.3%, a decrease that is reflective of the trend throughout the state, post the administration of the new exam. Based on the assumption that 2013 is our new baseline year, it is our target to raise the percentage to 32.7% or better in 2014.

**8<sup>th</sup> Grade:**

Level 1's have gone from 3% in 2012 to 21.2% in 2013. This is an increase of 18.2%, an increase that is reflective of the trend throughout the state, post the administration of the new exam. Based on the assumption that 2013 is our new baseline year, it is our target to decrease the percentage to 16.2% or better in 2014. Level 2's have gone from 31% in 2012 to 49.7% in 2013. This is an increase of 18.7%, an increase that is reflective of the trend throughout the state, post the administration of the new exam. Based on the assumption that 2013 is our new baseline year, it is our target to raise the percentage to 54.7% or better in 2014. Level 3/4's have gone from 66% in 2012 to 29.1% in 2013. This is a decrease of 36.9%, a decrease that is reflective of the trend throughout the state, post the administration of the new exam. Based on the assumption that 2013 is our new baseline year, it is our target to raise the percentage to 34.1% or better in 2014.

**Instructional Strategies/Activities**

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

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

1. Students will be programmed into Math in a block schedule format.
2. Students that have not met proficiency will be programmed into AIS classes were through the use of NFTE both the math and literacy aspect will be addressed. We also intend to have a Saturday Math Academy for students not making proficiency.
3. Hard Data from our Quarterly exam, and NY engage tasks, will be used to analyze the students' progress every four to five weeks in order to assess the progress of the program
4. Instructional teams prepare and field test Tasks aligned to the CCLS, and make adjustments as needed with the assistance of our Network Math point person
5. We will continue to concentrate on moving students forward and making student gains. By using ARIS, pre and post assessments, the quarterly assessments, and the Progress Report.
6. Departmental Professional Development will continue to focus on our path to student proficiency in the area of Mathematics. In addition to the assessments previously mentioned, we will use formal and informal teacher observations, portfolios, sourcebooks, class tests, class work, homework, and projects to assess student growth.

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

1. Principal, Asst Principal of Mathematics
2. Asst. Principal, AIS Teachers.
3. Math teachers, Professional Learning teams, Dept. Chairs.
4. Professional Learning Teams, Math Department Chairpersons, Asst. Principal, CFN 208 Math point person.
5. Data Specialist, Dept Chairs, A.P.
6. Principal, Asst. Principal, CITE consultants, CFN 208.

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

1. Provide weekly meeting time for teacher teams to assess program functionality.
2. Teacher teams meet with AIS teachers weekly, to analyze department data (by grade, class, gender, status)
3. Monthly department meetings with department heads
4. Weekly Team meetings ran by A.P.
5. Data Specialist, A.P., Teacher teams.
6. Monthly PD meetings ran by the CFN 208, and as needed, workshops and Clinics with Mr. Vito DeLeo, math coach from CFN 208

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

- 1 September 2013 – June 2014
- 2 October 2013 to June 2014
- 3 September 2013 to June 2014
- 4 October 2013 to May 2014.
- 5 October 2013 to June 2014.
- 6 October 2013 to May 2014

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

In order to provide our students with additional instructional and student support programs, such as the after school Test sophistication program, the development of our I.S. 10 Quarterly exams, and Echalk, we will fund these programs with our Title I, NYSTL Software, and Fair Student Funding, so that our students have greater access to the CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal. As always we continue to carefully monitor the effectiveness, coordination, and integration of our math programs. These services supported by NCLB are coordinated to ensure that there are no duplication of services to ensure equity and access so that all students are provided with services needed to expedite their progress towards meeting this annual goal and state assessments.

**Strategies to Increase Parental Involvement**

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

- Solicit opinions/interest of parents at PA meetings
- Bi-monthly open houses with training in ARIS, Echalk, and how to read Pupil Path and State exams results.
- Workshops on High School and College readiness.

Workshops on the adolescent child.

**Budget and Resource Alignment**

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

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

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

- Fair Student Funding, Title I Funding, Contract for Excellence Funding, Tax Levy Funding
- One supervisor per session 4 days per month
- 6 teachers per session 4 days per month
- Instructional materials to be used during the regular school day

Instructional materials to be used during after school program

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

1.

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

1.

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

4.

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

1.

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

1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

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

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



## Academic Intervention Services (AIS)

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

### Description

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	While in ELA students use Expeditionary, during AIS Students use the <i>STARS (Strategies to Achieve Reading Success)</i> workbooks which address various skill sets for ELA on all three grade levels (6, 7, 8). In addition to STARS, they also use the text, <i>Measuring Up</i> , which is a guide to Success Strategies for the State Test during the regular school day AIS class. AIS teachers also utilize and in-house created AIS curriculum. AIS teachers also use the NFTE program for ELA and Math, a program designed to foster College and Career readiness.	Classes and students are programmed 4 times per week in AIS classes, and only targeted students are placed in the AIS program	Service is provided during the regular school day, and it is embedded during their regular program. Service is extended after school on Monday and Tuesday.
<b>Mathematics</b>	Students use the <i>New York State Coach</i> workbook, as well as, <i>Mastering the Intermediate Level Mathematics Test</i> workbooks, and <i>New York State Mathematics</i> workbooks on each grade level (6, 7, and 8) during the regular school day AIS class. AIS teachers use an in-house created curriculum, and supplemented with NFTE.	Classes and students are programmed 4 times per week in AIS classes, and only targeted students are placed in the AIS program	Service is provided during the regular school day, and it is embedded during their regular program. Service is extended after school on Monday and Tuesday.
<b>Science</b>	8th Grade students used <i>Life Science Third Edition</i> textbooks and <i>Earth Science New Edition</i> textbooks in order to prepare for the 8 <sup>th</sup> Grade Science Exam during the regular school day AIS class. In-house created curriculum is also utilized.	Classes and students are programmed 4 times per week in AIS classes, and only targeted students are placed in the AIS program	Service is provided during the regular school day, and it is embedded during their regular program. Service is extended after school on Monday and Tuesday.
<b>Social Studies</b>	There is no AIS provision for SS.	N/A	N/A
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>• Counselors provide at-risk services such as: Individual Counseling, Group Counseling, Mediation,</li> </ul>	Delivery of services is Via small group, and/or one on one as needed, and or specified in their IEP. OAS are seen	Service is provided during the regular school day, and after school as needed for Over Age Students.

	<p>recommendations for outside counseling services, and Academic Counseling during the regular school day, and our RAPP program provides relationship counseling via a certified social worker four times per week.</p> <ul style="list-style-type: none"> <li>• <u>School psychologist</u> provides at-risk via Individual Counseling, recommendations for outside counseling services, and Academic Counseling during the regular school day.</li> <li>• <u>Social Worker</u> provides at-risk services via Individual Counseling, Group Counseling, Mediation, recommendations for outside counseling services, Academic Counseling, and classroom visitations and evaluations.</li> </ul>	<p>after school.</p>	
--	---	----------------------	--

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Professional Development Schedule: November 5<sup>th</sup>, June 5<sup>th</sup>, given by ELA and math supervisors, and/or outside providers from CITE.</li> <li>• Monthly Department Meetings</li> <li>• Monthly Faculty meetings</li> <li>• Network 208 monthly workshops on CCLS alignment and CCLS Task Development.</li> <li>• Network 208 monthly workshops on Depth of Knowledge and CCLS and Rigor</li> <li>• Ongoing in-house professional development provided through a partnership with CITE on Differentiation of instruction, Rigor, and student to student discussion.</li> <li>• Bi-Weekly Team Meetings</li> <li>• Peer inter-visitation scheduled for teachers</li> <li>• Biweekly mentoring support for first year teachers</li> <li>• Weekly Team Meetings</li> </ul>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>As a school Wide Program school we:</p> <ul style="list-style-type: none"> <li>• Conduct a comprehensive needs assessment that identifies the school strengths and challenges.</li> <li>• And identify Key areas that affect students' achievement.</li> </ul> <p>Consequently as a school we are allowed to consolidate funds to ensure:</p> <ul style="list-style-type: none"> <li>• Provide instruction by High qualified teachers.</li> <li>• Offer after and during, school assistance by counselors for students and parents in STH.</li> <li>• Provide assemblies and workshops in regards to violence and bullying prevention programs.</li> <li>• Partner with RAPP program, and have a RAPP counselor on site four times per week.</li> <li>• Create strategies to increase parent involvement.</li> <li>• Monitoring, tracking, and assistance of students in temporary housing programs.</li> </ul>

**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.

1. Learning teams meet bi-weekly, and Dept. Heads are present.
2. Dept. head meet with supervisors of dept, and principal to report and discuss agendas.
3. Assessments and strategies are discussed.
4. Information is reported to MOSL team.
5. Decision is reported from MOSL team to Staff.
6. Timeline, implementation, and goals are set and date for revision implemented school wide.

**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**

**I.S. 10 agrees to implement the following statutory requirements to 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, I.S.10 will:**

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

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

**I.S. 10 will further encourage school-level parental involvement by:**

- holding an annual Title I Parent Curriculum Conference during the Fall;
- 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**

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**

### **I.S. 10 will:**

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Provide teachers with professional development
  - Provide parents with trainings with workshops on content
  - Create classroom environments conducive to the workshop model
  - Provide leveled libraries in each classroom
  - Provide word walls for student reference
  
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - Parent Teacher conferences for the compact are held in November and March
  
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - Phone conferences as needed
  - Progress reports produced by Skedula
  - Access to I.S.10 website, to ease communication with teachers, and check school assignments
  - Training in Aris, to assess their children progress in standardized exams and report cards
  - Parent conferences with classroom teachers
  - Parent conferences with guidance counselors, deans, assistant principals, and principal
  
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Phone conferences as needed
  - Parent conferences with classroom teacher
  - Parent conferences with teachers, guidance, principal and grade
  - Access to Skedula, Aris, and I.S. 10 website
  
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - Open House
  - Orientations
  - Tours on Tuesdays
  - Join and volunteer Parents' Association
  
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
  
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
  
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or

evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs(participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

## **II. Parent/Guardian Responsibilities:**

We, as I.S. 10 parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

## **III. Student Responsibilities:**

We, as I.S. 10 students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically we will:

- Do all my assignments every day and ask for help when I need to.
- Read and practice learned skills for a minimum of at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Be responsible for my learning

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

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

## Part I: School ELL Profile

### A. School Information

District <b>30</b>	Borough <b>Queens</b>	School Number <b>010</b>
School Name <b>Horace Greeley</b>		

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

Principal <b>Clemente Lopes</b>	Assistant Principal <b>Alfredo Centola</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Iris Zucker</b>	Guidance Counselor <b>Sharon Narvaez</b>
Teacher/Subject Area <b>Deborah Ulip/ELA</b>	Parent
Teacher/Subject Area <b>Kathy Papas/Math</b>	Parent Coordinator <b>Carolyn Peterson</b>
Related Service Provider <b>N/A</b>	Other
Network Leader(Only if working with the LAP team) <b>Dan Purus</b>	Other

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>928</b>	Total number of ELLs	<b>120</b>	ELLs as share of total student population (%)	<b>12.93%</b>
--	------------	----------------------	------------	---	---------------

## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In							2	2	2					6
Pull-out							3	3	3					9
<b>Total</b>	0	0	0	0	0	0	5	5	5	0	0	0	0	15

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	120	Newcomers (ELLs receiving service 0-3 years)	55	ELL Students with Disabilities	34
SIFE	3	ELLs receiving service 4-6 years	32	Long-Term (completed 6+ years)	33

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	55	3	6	33	0	17	32	0	12	120
Total	55	3	6	33	0	17	32	0	12	120

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							25	24	21					70
Chinese							3	1						4
Russian														0
Bengali							3	3	2					8
Urdu							2	3	1					6
Arabic							5	9	4					18
Haitian														0
French														0
Korean														0
Punjabi							1	1						2
Polish							1	1						2
Albanian							1							1
Other							3	4	2					9
<b>TOTAL</b>	0	0	0	0	0	0	44	46	30	0	0	0	0	120

## 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)							5	15	3					23

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)							11	6	12					29
Advanced (A)							28	24	16					68
Total	0	0	0	0	0	0	44	45	31	0	0	0	0	120

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							6	11	4				
	I							11	6	14				
	A							27	28	13				
	P													
READING/ WRITING	B							6	25	3				
	I							16	5	16				
	A							22	15	11				
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	33	5			38
7	32	4			36
8	28	2			30
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	44		5		1				50
7	24		6		54		1		85
8	29		2		1				32
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	20		25		20		7		65
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.
  1. ELL's are evaluated by an informal interview, Lab-R, DRA, In-house Pre and Post Assessments, and student work. The data provides a baseline reading and writing level which is then used to determine placement and additional services for the students. Also, this year the students are been evaluated using the NYC Performance exams in S.S., SCI., and ELA to use as a baseline, and guide future instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The LAB-R and NYSESLAT results over a four year period reveal that we continue to have a large percentage of three-year Advanced students that are on the Proficiency borderline, and in 2013 we were able to gain an increase of 40-45 % increase of students scoring a Proficient in the NYSESLAT, and increase of 20% from the previous year. The pattern identified reveals that writing and reading are stil an area that needs further Professional development and discussion from our professional learning teams.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The information from the modalities and the AMAO, is the reason that the pattern identified was writing and reading deficiencies. This information lead our team to increase the amount of Direct instruction given to our ELL SWD students, and a further immersion and use of our program Sound Reading.
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?

School Inquiry Teams analyze data on NYS Math and ELA exams, NYSESLAT, Lab-R, student work portfolios, ACUITY, and in-house assessments. By collaborating with instructional teams on a bi-weekly basis, data is disseminated to the instructional teams, analyzed, and incorporated directly into unit and lesson planning. Furthermore, the data is used to drive the instructional focus of the after school NYSESLAT program that will begin in January 2014.
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.](#))

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

N/A
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?

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

By monitoring performance through Learning walkthroughs, Formal and Informal observations, Low inference observations, State Exams results, Report Cards and in-house Periodic assessments, the ELL focus is constantly being realigned according to students' needs, and skills.

## 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](#).)
  - Administer the HLIS
  - Informal Interview in English and Native Language through the assistance of internal translators and/or the DOE Translation Unit
  - Clemente Lopes, Principal and Alfredo Centola administer the informal interviews, HLIS, initial screening interviews, the LAB-R, and placement into program
  - Annual Evaluation of ELL's is done based on the results of NYSESLAT levels Beginner, Intermediate, and Advanced and students are regrouped accordingly.
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.

New ELL students are given a tour of the building along with their parents. In recognition of the importance of Parent/Family involvement in a child's education, a general orientation session is scheduled during the month of October. It is an evening orientation where parents are provided with all information regarding program requirements, standards, assessment and school expectations.

The school complies with the Chancellor's orientation requirement by additionally providing an orientation session for every parent of a potential ELL student. These orientations will take place in the Parent Coordinator's office, with the Parent Coordinator and the Assistant Principal of ESL, immediately upon registration of the new student. At these sessions, the required video will be shown, specific information as to what the school offers ELL students will be presented, and the choices they have available to them will be given. After the sessions, parents are able to fill out a survey to convey their choice of program; either Transitional Bilingual Education, Dual Language, or Freestanding ESL. Upon review of the Parent Survey and program selection forms, the trend continues to be overwhelmingly Freestanding ESL. Any parent who chooses another program is provided with locations where the program is offered, frequently the Academy For New Americans is recommended.
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 [\[see tool kit\]](#).)
  - Parents of new students fill out a Home Language Identification Survey (HLIS) upon registration.
  - Students whose HLIS indicates that a language other than English is spoken in the home are given an English proficiency, LAB-R, within 10 days of admittance to determine their entitlement to ESL services. (In some cases, a Spanish LAB is also administered.)
  - Parents of students determined to be ELL (as per testing), are given a parent choice letter. As per parental choice newly enrolled ELLs are placed in our free standing ESL program. TBE is mandated only if selected by parents of same home language with 15 or more students in same/next grade.
  - The Guidance Counselors and Administration organized Parent/teacher Orientations to familiarize the incoming students with the school and its policies.
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.

Criteria for ELL Placement:  
NYSESLAT or LAB-R results determine the grouping of students.  
ESL instruction is provided based on Beginning, Intermediate & Advanced Levels (as per NYSESLAT or LAB-R) and is consistent with CR Part 154 units of instruction requirements Home Language Survey  
LAB-R Score  
If parent Request is a bilingual placement, and numbers of students does not allow for the formation of a Bilingual class, then the name of the parent and student will be emailed to: [ELLProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov).
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.
  1. I.S.10Q, has preprogrammed testing days were all exams are administered.

In the case of the NYSESLAT, the Listening piece is administered by class and grade, the Speaking piece is administered by giving the students appointments, and the reading and writing part of the exams are administered by placing all classes under strict testing conditions were all students take the test at the same time.

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 program that has consistently been strongly chosen has been Freestanding ESL.
- Program Alignment:
- The programs offered are alligned with the parents' request. 99% of newly registered ELL parents have chosen ESL.

## 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])?
    1. I.S. 10 has set up a Freestanding ESL program. All of the 120 students in our program receive the mandated number of minutes or more in ESL and ELA. Accordingly, the Beginner and Intermediate level students (as determined by the LAB-R and the NYSESLAT) receive a minimum of 8 periods per week, 45 minutes per period, in ESL. Advanced level students receive 4 periods of ESL and 180 minutes of ELA. In this freestanding ESL program, English/Language Arts is taught using ESL methodologies.
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)?
    2. ELLs are participating in a Freestanding ESL Program with the mandated minutes of ESL instruction based on their Beginning, Intermediate or Advanced status. All students at the Beginning and Intermediate Level of English Proficiency receive the mandatory 8 periods (360 minutes) of ESL instruction a week. Advanced Level students receive at least the mandated 4 periods (180 minutes) of ESL instruction per week. ELLs are provided with differentiated instruction which includes grouping based on specific needs with targeted skills in order to maximize growth. This methodology is closely followed in our after school program where the students are grouped according to ability, and not according to their corresponding grade level.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 

The overriding goal of our ESL program at IS 10 is to implement WSL techniques to develop conceptual skills. The focus is to teach and challenge students at high levels of thinking with the purpose of embedding comprehension skills while they are learning English. The ESL approach will develop skills in understanding the cognitive areas in English. Content area instruction will be provided in English.

  - The integration of vocabulary acquisition through the implementation of the workshop model in content area lessons.
  - Allocating sufficient time for conceptual analysis.
  - Scaffolding techniques consistently employed throughout the lesson, which include hands-on activities and visual demonstrations play a critical role in developing and learning abstract concepts.
  - Opportunities are provided to display the scaffolding of content area material at all levels of English acquisition.
  - A comprehensive review of key vocabulary is displayed through the use of word walls.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Students in the ELL classes are given the opportunity to take the NYS Exams in their native language, and will take the assessment if needed in a separate location.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Our After sch
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).

SIFE students have been identified as SIFE students. These students have been identified through academic records, grades and test scores, informal assessment of literacy skills, interview and inquiry into a student's academic background and writing samples. In addition to our After School ELA and Math Program, SIFE students are offered and encouraged to participate in extended day activities which include academic classes and clubs. AIS services also provide SIFE students with additional support to increase literacy and mathematics. These services are implemented during the school day. SIFE students also use the following resources: Achieve 3000, Spell-Read and Sound Reading, a program that is devised primarily for Beginners ELLs, to train the students in the beginning stages of the

english phonics and phonemes. Guidance Counselors are used as an intervention tool and serve as a connection between home and school.

-NEWCOMERS: Parents of students who are new to the country need a lot of support from the school community. Translation Funding can be used to help facilitate this transition. These services will be used to:

- Communicate information about the school’s academic programs and afterschool programs
- Communicate information about a child’s academic progress and student needs
- Translating written communications between school and home

Also, our I.S. 10 website, that is used primarily for communication with parents, is able to translate all information to parents in more than 70 different languages with the simple push of a button.

-LONG TERM ELL's/ and 4 to 6 years:

Long-term ELLs will continue to receive individualized and differentiated instruction as well as AIS services. In the classrooms, lessons will integrate literacy with academic content. Teachers will draw on students’ cultural and linguistic backgrounds and life experiences. Our goal is to move our long term ELLs in accomplishing the goal of English Language proficiency. Data will be used to drive instruction. The instruction will be geared toward helping our long-term ELLs build literacy skills and strategies. Lessons will be based on the Learning Standards for English as a Second Language. Long Term ELLs will use Achieve 3000, and Spell-Read, as well as, being invited to participate in extended day activities and the After School Reading and Math Program.

FORMER ELLs, are placed in Target Classes to assist them during their transition to Regular classes.

Target classes follow a modified curriculum that ensures that the pacing of instruction is tailored to address the Acquisition of Academic Language, while following the infusion of the CCLS in all core subjects.

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?

Instructional Materials Used:

- Getting Ready for the NYSESLAT
- ESL Accelerator (software)
- Achieve 3000 (software)
- Sound Reading (software)
- Khan Academy(web based)
- Zillion Learning (web based)

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?

All SWD ELL's receive ELL Services via a push-in method. An ESL teacher works with the content area teacher within the classroom followed by a 4 times/week pull out service where the same ESL instructor reinforces the learning that occurred and uses Sound Reading and/or Zillion Learning to enhance comprehension and vocabulary.

### Courses Taught in Languages Other than English

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

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

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

### 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

Math:				
Science:				

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

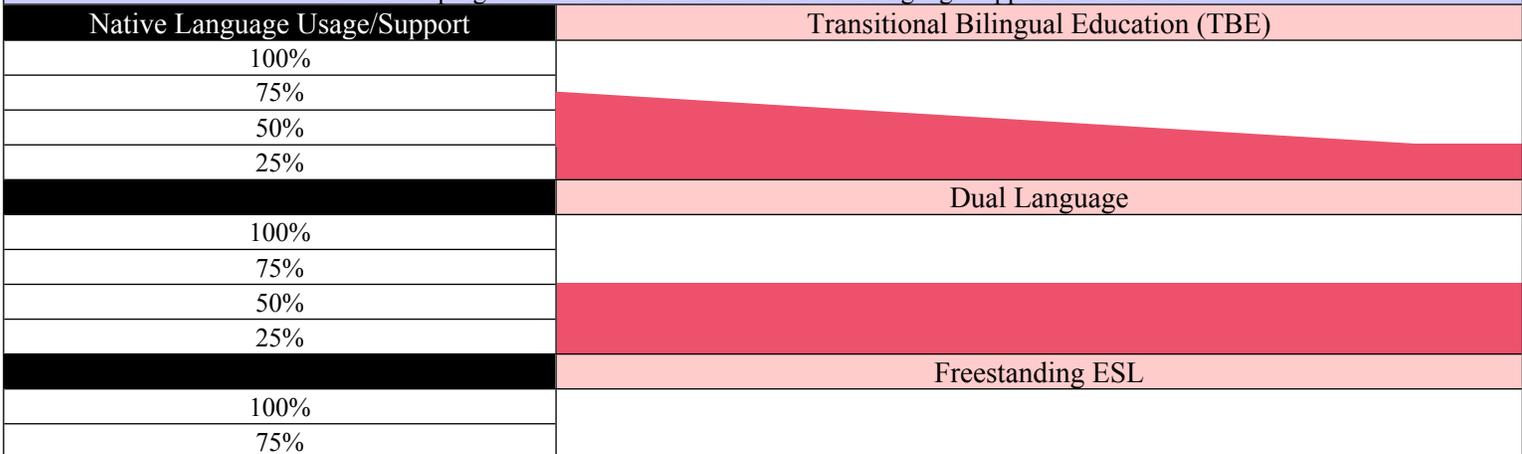
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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



50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.

SWD ELL's, Hold Overs, and ELLs with Writing Deficiencies:

-SWDs: Pull out program, 4x/wk, 1 pd/session, 45 minutes where students are mainstreamed in to a grade appropriate class in order to receive the ESL instruction via a licensed ESL teacher.

-Hold Overs and ELLs with Writing Deficiencies: Students are held over 1 grade. Students are placed in an ESL class with extra AIS services, 4x/wk, 1 pd/session, 45 minutes. ESL services are provided by a licensed ESL teacher while the AIS services are delivered by a licensed ELA teacher. Students are enrolled in Achieve 3000 a program that scaffolds levels and abilities and creates individualized tasks.

ELLs in need of intervention will attend our after school program 3x/wk for 5 months. The materials used in this program are, ESL Accelerator, Getting Ready for the NYSESLAT, and Kaplan. Furthermore, students are required to attend the 37.5 minute program and our SWD students are scheduled 4x/wk for direct instruction Phonetic Program

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

Our program has succeeded to move an average of 40 - 45 percent of students to the proficiency level, and improvement from previous years were the proficiency was slightly 10 - 15 percent.

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

We will continue to use ESL accelerator, a phonetic, visual/kinesthetic program that allows the children to progress at various levels of instruction, and have begun to use Zillion Learning to address the area of Mathematics.

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

None

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

. All ELLs students are programmed in an exact equal matter as the General Education students. All ELLs receive the same amount of Physical Education, Unified Arts, and all after school programs and clubs.

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

Achieve 3000, ESL Accelerator, Sound Reading, Getting Ready for the NYSESLAT, Kaplan, Smart boards, Lap tops.

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

N/A

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

All ELL students are placed age and grade appropriate, and follow the same curricula, task, and pacing calendar as Gen. Ed. students modified with ESL methodologies.

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.

All new-comers are enrolled in our Beginner ESL class, where the staff is aware of the students' levels and they concentrate in the development of BICS (Basic Academic Cognitive Skills), while working on their progress towards CALPS (Cognitive Academic Language Proficiency).

18. What language electives are offered to ELLs?

N/A

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)?

N/A



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.

-Contractual professional development sessions will be used for ESL staff development.

-Possible PD topics are: ESL lesson planning, ESL classroom management skills, selecting ESL teaching materials, sensitivity training, multicultural awareness, NYSESLAT format, content based applications, listening/speaking strategies.

-All teachers serving ELLs will attend ongoing city-wide & network workshops when appropriate.

- Subject area teachers, Asst. Principals, and guidance counselors will receive ELL training via the network, and during our 2 scheduled professional development days on November 6, 2012, and June 6, 2013.

ESL Clinics will be scheduled for teacher of ELL classes for the months of February and March, using Network specialist as the PD provider.

-All newly appointed teachers serving ELLs will be provided with a mentor teacher to assist them in planning, delivery of instruction & assessment.

-New teachers are provided with the mandated 7 ½ hours of ESL training, via Network coaches and/or Outside providers.

-PD is provided by the CFN 208, Sussman Co. and Cite specialists. The P.D. comprises of a 6 hr. 3 session P.D. on academic rich language and DOK for ELLs, for the principal, Asst. Principal, and counselor, and a 4 hr. 3 session pd for teachers on DOK for ELLs that will take place in the classrooms.

-Agendas, materials, sign sheets, and feedback forms are stored by the ELL Asst. Principal.

#### **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?

-Parent orientations are conducted for parents of newly enrolled ELL's to provide them with information about available programs. The Video is shown. Parents are able to ask questions regarding ELL services. Informational materials are available in a variety of languages.

-A parent conference is conducted each Fall and then again in the Spring before Parent-Teacher Conferences to orient ELL parents on program requirements, instructional standards, assessments to be implemented and school expectations.

-ELL parents are encouraged to meet with teachers regarding their child's performance at least twice a year. Translators are provided.

-An ELL parent conference is given in the Spring prior to testing, in order to review strategies that would assist students in standardized tests

-Open houses take place the second Tuesday of every month where ELL parents are encouraged to attend and visit the school. Their needs are evaluated via interview, parents' survey, and PA meetings.

-Citizenship classes are being developed to assist with the integration of new ELL Parents into the community.

-Our CBO, Goodwill Industries, continues to provide adult ELL classes for parents.

#### **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.

None

## Part VI: LAP Assurances

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Clemente Lopes	Principal		10/4/13
Alfredo centola	Assistant Principal		10/4/13
Carolyn Peterson	Parent Coordinator		10/4/13
Iris Zucker	ESL Teacher		10/4/13
	Parent		
Deborah Ulip	Teacher/Subject Area		10/4/13
Cathy Papas	Teacher/Subject Area		10/4/13
	Coach		
	Coach		
Sharon Narvaez	Guidance Counselor		10/4/13
Dan Purus	Network Leader		10/4/13
	Other		

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

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

DBN: 30Q010 School Name: Horace Greeley Middle School

Cluster: 2 Network: 208

**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.

By using the Home Language Survey, Parent Survey, Student Survey, and ATS, we are able to identify the different home languages of our students. When needed, the school uses the department of translation services via phone, 718 752-7373. The same service translates all documents for the school that are sent home via back pack. The school also has staff members that act as translators when the need arises. Our interactive website translates all the information pertinent to non-english parents into the language of their choice. Furthermore, our new tool from datacation, allows teachers to write emails to parents, and according to the language the students are flagged under on ATS, the email is sent in their home language automatically.

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.

Needs were found via P.A. meetings, home surveys, and the DOE progress report survey. The findings are consequently reported to the School community Via P.A. meetings, faculty meetings, and SLT meetings and minutes.

## 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.

After the array of languages are identified, all written communication is made available through mailings, flyers, and the school website in ALL languages. We will continue to use the department of translation services via phone, and to translate all school documents that are sent home. School staff members that act as translators when the need arises, will also assist with the written portion of the translation, and our interactive website will continue to translate all the information pertinent to non-english parents into the language of their choice.

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.

Oral interpretation is provided by three entities:

1. The Dept. of translation services.
2. Staff members that are bilingual and are able to volunteer for the services.
3. The I.S.10Q website A.I. translator.

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>.

Notifications are sent home in various languages in the following ways:

1. Fliers are posted at the entrance of the school and the parent coordinator's office in various languages to address the need and support.
2. Snippet flyers with information on translation services are sent home at the beginning of the year in various languages to provide information about the services.
3. Distribution list email goes out regularly to inform parents of services.
4. All Services available are posted on the I.S.10Q website ([www.is10q.org](http://www.is10q.org)) and are available in all languages.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Horace Greeley MS	DBN: 30Q010
Cluster Leader:	Network Leader: Dan Purus
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 90
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 3

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The overriding goal of our after school ESL program at IS 10 is to implement WSL techniques to develop conceptual skills. The focus is to teach and challenge students at high levels of thinking with the purpose of embedding comprehension skills while they are learning English. The ESL approach will develop skills in understanding the cognitive areas in English, and Mathematics. Content area instruction will be provided in English. The integration of vocabulary acquisition through the implementation of the Preparing For the NYSESLAT model in the lessons, and the use of SOUND READING. Allocating sufficient time for conceptual analysis. Scaffolding techniques consistently employed throughout the program, which include hands-on activities, visual demonstrations, and the use of computer software, play a critical role in developing and learning abstract concepts.

Instructional Materials Used:

Getting Ready for the NYSESLAT

Achieve 3000

Sound Reading Challenge (for SIFE and level B students)

The students that will be served are all ELLs, ELLs/SWD, in grades 6 to 8

Students will attend Monday through Thursday 3:00 pm to 4:30 pm, from January 7th through May 29st. The Language of instruction is english, and all teachers are certified ELA/Math 7-12, and one ESL certified teacher.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Contractual professional development sessions will be used for ESL staff development.

PD topics are: Sound Reading training for implementation of program, ESL lesson planning, ESL classroom management skills, selecting ESL teaching materials, multicultural awareness, NYSESLAT

### Part C: Professional Development

format, content based applications, listening/speaking strategies.

All teachers serving ELLs will attend ongoing school based & network workshops.

Subject area teachers, Asst. Principals, and guardian counselors will receive ELL training via the network, and during our 2 scheduled professional development days.

A 5 Session SWD/ESL Clinic is scheduled for teachers of SWD students with ELL classification, to be spread out through this academic year..

All newly appointed teachers serving ELLs will be provided with a mentor teacher to assist them in planning, delivery of instruction & assessment.

New teachers will continue to be provided with the mandated 7 ½ hours of ESL training. Conversation with the Network will determine if the training will be conducted in-house or outsourced.

PD is provided by the CFN 208, Cite PD specialists, and our ELL teacher Ms. I. Zucker. The P.D. comprises of a 3 hr. 3 session P.D. on academic rich language and DOK for ELLs, for the principal, Asst. Principal, and counselors. A 4 hr. 3 session pd for teachers on DOK for ELLs will take place in the classrooms and all after school programs for ELLs.

Agendas, materials, sign sheets, and feedback forms are stored by the ELL Asst. Principal.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parent orientations are conducted for parents of newly enrolled ELL's to provide them with information about available programs. Parents are able to ask questions regarding ELL services. Informational materials are available in a variety of languages. A monthly open house is conducted on the second Tuesday of every month for the rest of the year. Open houses are conducted by our Parent coordinator, and ELL specialist Mr. A. Centola. A parent conference is conducted each Fall and then again in the Spring before Parent-Teacher Conferences to orient ELL parents on program requirements, instructional standards, assessments to be implemented and school expectations. ELL parents are encouraged to meet with teachers regarding their child's performance at least twice a year. Translators are provided both in-house, and Via the DOE translation unit. An ELL parent conference is given in the Spring prior to testing, in order to review strategies that would assist students in standardized tests. Open houses take place the second Tuesday of every month where ELL parents are encouraged to attend and visit the school. Their needs are evaluated via interview, parents' survey, and PA meetings. Citizenship classes are being developed in cooperation with I.S. 10Q, and Good Will

**Part D: Parental Engagement Activities**

Industries, to assist with the integration of new ELL Parents into the community. Our CBO, Goodwill Industries, continues to provide adult ELL classes for parents. All notifications are back packed home, advertised on our Website in several languages, and announced via telephone through our automated School Messenger.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		