Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: EDWARD BLEEKER JHS185

DBN (*i.e. 01M001*): 25Q185

Principal: THERESA MSHAR

Principal Email: TMSHAR@SCHOOLS.NYC.GOV

Superintendent: D. DIMANGO

Network Leader: D. 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
Theresa Mshar	*Principal or Designee	
James Hammer, UFT	*UFT Chapter Leader or Designee	
Jean Auricchio	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Effie Sessa, UFT	Member/	
Michael Leung, UFT	Member/	
Michael Badillo, UFT	Member/	
	Member/	
	Member/	
	Member/	
Glenn Bell, Parent	Member/	
Charles McGowan	Member/	
Maria Gomes	Member/	
Wendy Hunag	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, the reading and writing achievement levels of all students at JHS185Q, with a focus on ELL and SWD student subgroups, will demonstrate progress toward meeting Common Core State Standards as evidenced by a 2% increase on the NYS performance index for ELA.

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.
The identified need that generated this goal included local assessment devices, school report card and NYS assessment results; the changes in ELA performance standards from the New York State Standards to the Common Core State 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.

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

1. Department supervisors meet with their teachers at IPC meetings to select observation options, MOSL, and related outlines and tools
2. Principal regularly schedules cabinet meetings with administrative staff and conferences with administrative staff and lead teachers and teacher leads and, when available, Network Achievement coach to address Danielson's 22 components, Advance and observation schedules and logs.
3. Meetings at which the above mentioned staff break down lesson observations as per Danielson are regularly conducted
4. Pre-observation and post-observation meetings with teachers are conducted.
5. End of year conferences with all subject area teachers are held.

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

1. Professional Development: PD will be given on the following topics: Interim assessments (Acuity, Predictive and Diagnostic) to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.
2. Target Population(s): Teachers servicing SWDs and ELLs and students in the ELL and SWD subgroups.
3. Responsible Staff Members: Assistant Principals for ELLs and SWDs, Staff Developers (internal and external) and Data Specialist
4. Implementation Timeline: September 2013 through May 2014
5. Teachers will scaffold lessons using assessments and Exit Slips to differentiate lessons in order to drive instruction. Balanced Literacy - use of classroom libraries, trade books in content areas, reading/ writing workshops. 2. Academic Intervention Services - mandated period nine, extended day classes. 3. ESL - Benchmarks 4. ELL students in period nine, extended day classes with ELA teachers preparing students for NYSESLAT sub-skills. 5. ELL students receiving four periods of ELA per week, beyond their mandated ESL schedule, in preparation for ELA. 6. Staff responsible for the implementation of Action Plan goals includes but is not limited to school administration, teachers in all subject content areas, ELA coach, and guidance counselors By June 2014, all students, with a focus on ELL and SWD student subgroups, will demonstrate progress toward meeting Math standards as measured by an increase of 2% on the NYS math performance index, with a focus on the ELL and SWD student subgroups.

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

1. Teachers select at their IPC conferences with their department supervisor their observation Option 1 or 2., and supply optional goals and/or artifacts as per schedule.
2. Principal. Assistant principals, teacher lead, lead teacher, Network achievement coach conduct cabinet and scheduled meetings to address Danielson Framework for Teaching's applications to school pedagogy.
3. Rubric-based performance levels used as targets to evaluate teacher's instructional progress.
4. Supervisors conduct end of year conferences with teachers and complete required entries in ADVANCE.

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

1. September – October, 2013
2. August, 2013 – June, 2014.
3. September, 2013 – June, 2014.

4. June, 2014

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

1. All teachers are programmed to be able to work collaboratively during common planning periods during the school day, at least one period per week. During this common planning time, teachers meet together by grade level and subject, and cooperatively plan and refine lessons, analyze student data, evaluate pedagogical artifacts, share best practices, and turnkey professional development experiences. Common planning periods give teachers opportunities to prepare and revise curriculum and lesson plans that are aligned to the Common Core State Standards and our school's instructional foci.

2. In addition, teachers are also programmed to meet with colleagues teaching the same cohort of students, every Tuesday during Period 9. This common planning time facilitates inquiry into student learning and progress aligned with CCLS goals. Teachers are able to discuss and analyze student data, so that instruction and tasks, are tailored to heighten student interest, as well as improve skills and strategies in the areas of reading, writing, and critical thinking skills.
3. Resources provided:
4. PD opportunities, such as the ongoing CMP3 and Expeditionary Learning trainings. This is facilitated by hiring substitute teachers to allow staff to attend the PD.
5. Network 208 monthly scheduled meetings. These meetings include trainings for principals, ELA, math, science, social studies, new teachers, special education, and guidance.
6. Other outside resources are frequently used, e.g. ASCD institutional membership, ARIS Learn, and the Teaching Channel
7. Internal Professional Development
8. Administration and staff members facilitate PD of effective strategies to share with their colleagues.
9. Online PLC (professional learning community) to share helpful resources with our staff.

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).

- 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). The PIP template is provided on pages 11 through 15 in this CEP.
- Parents will be trained in how to use ARIS Parent Link
- The school will create and distribute an Agenda Book that will allow for parent teacher dialogue
- The Parent Coordinator and other staff (e.g.,teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to p p parent questions and inquiries. Resources to be used to facilitate this goal/alignment: NYSTL Textbooks allocation ($21,000), Title III teacher session I n structional program for ELL's and ELL's enrolled in ELA ($5,000), Title I allocation teacher per session for SWD remediation ($ 7,000). Aniticipated SINI grant for Per session for teachers with SWD ($7,500), SINI grant for instructional materials for SWD (($2,500.)

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.

Resources to be used to facilitate this goal/alignment: NYSTL Textbooks allocation ($21,000), Title III teacher session instructional program for ELL's and ELL's enrolled in ELA ($5,000), Title I allocation teacher per session for SWD remediation ($ 7,000). Aniticipated SINI grant for Per session for teachers with SWD ($7,500), SINI grant for instructional materials for SWD (($2,500.)

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, all students will demonstrate progress toward meeting Math standards as measured by an increase of 2% on the NYS math performance index, with a focus on the ELL and SWD student subgroups.

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.

. After conducting a long-term trend analysis of student performance data on state assessments,as well as local assessments, it was determined that the ELL and SWD student groups underperformed all other student groups. As a result we have made progress for our ELL and SWD subgroups a priority goal for the school year.

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

2. Infusion of Common Core Curriculum Goals into subject content area and instruction.
3. Academic Intervention Services - Students receiving less than a level 3 on NYS assessment receive mandated period nine, extended day classes.
4. Use of portfolio tools such as department unit tests, portfolios, teacher-generated assessments.
5. Grouping students according to authentic data, including pre-assessments, formative assessments, and other student data.
6. Emphasis on written tasks and explanations using various strategies to promote higher order thinking skills (RADD, DOK, etc.)

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

1. Professional Development: PD will be given on the following topics: Interim assessments (Acuity, Predictive and Diagnostic) to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.
2. Target Population(s): Teachers servicing SWDs and ELLs and students in the ELL and SWD subgroups.
3. Responsible Staff Members: Assistant Principals for ELLs and SWDs, Staff Developers (internal and external) and Data Specialist
4. Implementation Timeline: September 2013 through May 2014
5. Teachers will scaffold lessons using assessments and Exit Slips to differentiate lessons in order to drive instruction. Balanced Literacy - use of classroom libraries, trade books in content areas, reading/ writing workshops. 2. Academic Intervention Services - mandated period nine, extended day classes. 3. ESL - Benchmarks 4. ELL students in period nine, extended day classes with ELA teachers preparing students for NYSESLAT sub-skills. 5. ELL students receiving four periods of ELA per week, beyond their mandated ESL schedule, in preparation for ELA. 6. Staff responsible for the implementation of Action Plan goals includes but is not limited to school administration, teachers in all subject content areas, ELA coach, and guidance counselors By June 2014, all students, with a focus on ELL and SWD student subgroups, will demonstrate progress toward meeting Math standards as measured by an increase of 2% on the NYS math performance index, with a focus on the ELL and SWD student subgroups.

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

1. Teachers select at their IPC conferences with their department supervisor their observation Option 1 or 2., and supply optional goals and/or artifacts as per schedule.
2. Target population is decided upon, based on state and local assessments.
3. Principal. Assistant principals, teacher lead, lead teacher, Network achievement coach conduct cabinet and scheduled meetings to address Danielson Framework for Teaching's applications to school pedagogy.
4. Rubric-based performance levels used as targets to evaluate teacher's instructional progress throughout the year.
5. Supervisors conduct end of year conferences with teachers and complete required entries in ADVANCE.

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

1. September – October, 2013
2. August, 2013 – June, 2014.
3. September, 2013 – June, 2014.
4. September, 2013 – June, 2014.
5. June, 2014.

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

.

1. The school has established an afterschool program that focused on improving the oral language abilities, emergent literacy skills that ELLs will need in order to ensure a successful transition to the middle school grades.
2. All SWDs and ELLs will participate in literacy-based programs that have been established as part of the overall instructional program.
3. A SAPIS worker is on staff to support academies as part of the school's efforts to improve attendance for SWDs and ELLs.
4. All teachers are programmed to be able to work collaboratively during common planning periods during the school day, at least one period per week. During this

common planning time, teachers meet together by grade level and subject, and cooperatively plan and refine lessons, analyze student data, evaluate pedagogical artifacts, share best practices, and turnkey professional development experiences. Common planning periods give teachers opportunities to prepare and revise curriculum and lesson plans that are aligned to the Common Core State Standards and our school's instructional foci.

5. In addition, teachers are also programmed to meet with colleagues teaching the same cohort of students, every Tuesday during Period 9. This common planning time facilitates inquiry into student learning and progress aligned with CCLS goals. Teachers are able to discuss and analyze student data, so that instruction and tasks, are tailored to heighten student interest, as well as improve skills and strategies in the areas of reading, writing, and critical thinking skills.
6. Resources provided:
7. PD opportunities, such as the ongoing CMP3 and Expeditionary Learning trainings. This is facilitated by hiring substitute teachers to allow staff to attend the PD.
8. Network 208 monthly scheduled meetings. These meetings include trainings for principals, ELA, math, science, social studies, new teachers, special education, and guidance.
9. Other outside resources are frequently used, e.g. ASCD institutional membership, ARIS Learn, and the Teaching Channel
10. Internal Professional Development
11. Administration and staff members facilitate PD of effective strategies to share with their colleagues.
12. Online PLC (professional learning community) to share helpful resources with our staff.

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).

- Parents will be trained in how to use ARIS Parent Link
- The Parent Coordinator and other staff will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- Parents will be invited to regularly-scheduled hands-on workshops and activities (Math Casino Night, CCSS in Math, etc.)
- Parents will have access to students support resources on the school website.

Parents have opportunity to guide and direct academic intervention services.

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.

- Tax levy and Title I funding: Per session allocation for SWD remediation ($ 5,000.00) Title I allocation classroom resources ($2,000.00)
- NYSTL funding. : Textbook allocation ($10,000.00)
- Title III funding; Per session ESL teachers' working with Math teachers (Title I) ($2,500.00)

Outside funding. SINI grant: Anticipated Per session for teachers for SWD ($7,500), Anticipated SINI grant for SWD Materials ($2,500).

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.

Social Studies: By June 2014, all students will improve their argumentative writing, as measured by their percentage increase in their overall SS grade in conjunction with their ELA assessment performance, as aligned with Common Core State Standards guidelines for pieces of written work measured by a rubric of Depth of Knowledge with higher order thinking skills for student analysis.

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.

The identified need that generated this goal was the changes in ELA/SS performance standards from the New York State Standards to the Common Core State 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

2. Social Studies and ELA teachers will attend and participate in internal and external professional development programs focused on differentiated instruction for all students; including but not limited to ELL, SWD, and gifted students.
3. Social Studies and ELA teachers will attend and participate in internal and external development programs focused on Common Core State Standards and student writing of argumentative pieces.
4. Teachers will monitor student progress, setting initial goals for group and individual students. Teachers will facilitate discussions of student's progress and strategies for improved student outcomes.

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

1. Professional Development: PD will be given on the following topics: Interim assessments (Predictive and Diagnostic) to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.
2. Target Population(s): Teachers servicing SWDs and ELLs and students in the ELL and SWD subgroups.
3. Responsible Staff Members: Assistant Principals for ELLs and SWDs, Staff Developers (internal and external) and Data Specialist
4. Implementation Timeline: September 2013 through May 2014
5. Teachers will scaffold lessons using assessments and Exit Slips to differentiate lessons in order to drive instruction. Balanced Literacy - use of classroom libraries, trade books in content areas, reading/ writing workshops. 2. Academic Intervention Services - mandated period nine, extended day classes. 3. ESL - Benchmarks 4. ELL students in period nine, extended day classes with ELA teachers preparing students for NYSESLAT sub-skills. 5. ELL students receiving four periods of ELA per week, beyond their mandated ESL schedule, in preparation for ELA. 6. Staff responsible for the implementation of Action Plan goals includes but is not limited to school administration, teachers in all subject content areas, ELA coach, and guidance counselors By June 2014, all students, with a focus on ELL and SWD student subgroups, will demonstrate progress toward meeting Math standards as measured by an increase of 2% on the NYS math performance index, with a focus on the ELL and SWD student subgroups

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

1. Teachers select at their IPC conferences with their department supervisor their observation Option 1 or 2., and supply optional goals and/or artifacts as per schedule.
2. Target populations decided upon using state and local assessments.
3. Principal. Assistant principals, teacher lead, lead teacher, Network achievement coach conduct cabinet and scheduled meetings to address Danielson Framework for Teaching's applications to school pedagogy.
4. Rubric-based performance levels used as targets to evaluate teacher's instructional progress.
5. Supervisors conduct end of year conferences with teachers and complete required entries in ADVANCE.

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

1. September – October, 2013
2. August – October, 2013.
3. August, 2013 – June, 2014.
4. September, 2013 – June, 2014.
5. June, 2014

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

1. The school has established an AIS program that focuses on improving the oral language abilities, emergent literacy skills that ELLs will need in order to ensure a successful transition to the middle school grades.
2. All SWDs and ELLs will participate in literacy-based programs that have been established as part of the overall instructional program.
3. A SAPIS worker is on staff to support academies as part of the school's efforts to improve attendance for SWDs and ELLs.
4. All teachers are programmed to be able to work collaboratively during common planning periods during the school day, at least one period per week. During this common planning time, teachers meet together by grade level and subject, and cooperatively plan and refine lessons, analyze student data, evaluate pedagogical artifacts, share best practices, and turnkey professional development experiences. Common planning periods give teachers opportunities to prepare and revise curriculum and lesson plans that are aligned to the Common Core State Standards and our school's instructional focus.

5. In addition, teachers are also programmed to meet with colleagues teaching the same cohort of students, every Tuesday during Period 9. This common planning time facilitates inquiry into student learning and progress aligned with CCLS goals. Teachers are able to discuss and analyze student data, so that instruction and tasks, are tailored to heighten student interest, as well as improve skills and strategies in the areas of reading, writing, and critical thinking skills.
6. Resources provided: PD opportunities, such as the ongoing CMP3 and Expeditionary Learning trainings. This is facilitated by hiring substitute teachers to allow staff to attend the PD.
7. Network 208 monthly scheduled meetings. These meetings include trainings for principals, ELA, math, science, social studies, new teachers, special education, and guidance.
8. Other outside resources are frequently used, e.g. ASCD institutional membership, ARIS Learn, and the Teaching Channel
   Internal Professional Development.
9. Administration and staff members facilitate PD of effective strategies to share with their colleagues.
10. Online PLC (professional learning community) to share helpful resources with our staff.

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).

- Parents will be trained in how to use ARIS Parent Link
- The school will create and distribute an Agenda Book that will allow for parent-teacher dialogue
- The Parent Coordinator and other staff (e.g.,teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.

Teachers will have an open dialogue developing a rapport with parents to foster a good learning environment

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.

- Tax levy and Title I funding: Teachers' per session for SWD/ELL remediation ($5,000). Title I classroom resources ($2,000.00)
- NYSTL funding. Textbook allocation ($10,000.00)

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.

Science: By June 2014, all students, including but not limited to separate ELL and SWD cohorts, will improve their lab report writing skills in subject content area (Science) by writing two finished formal lab reports based on DOK 4. as measured by teacher generated assessments and, where applicable, performance on Earth Science regents exams..

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.

- The change in assessment devices from New York state standards to Common Core, required increased proficiency to write a formal lab report will support the school wide goal of improving students writing skills and reading comprehension using DOK 4.

Instructional Strategies/Activities

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

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

2. Scaffold reading passages and the use of different graphic organizers.
3. Students will be reading about specific topics and writing short responses as well as practicing how to research their given topics. Students will begin with RADD and build up to writing 5 paragraph essays.
4. Teachers will be meeting one period a week to discuss methods that have worked in their classroom, such as rubrics and specific readings geared towards the students reading level. Teachers will also be meeting once a week after school to discuss the success of these methods in the classroom. Teachers will also be

attending professional development sessions on Common Core Curriculum Standards.

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

1. Professional Development: PD will be given on the following topics: Interim assessments (Predictive and Diagnostic) to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.
2. Target Population(s): Teachers servicing SWDs and ELLs and students in the ELL and SWD subgroups.
3. Responsible Staff Members: Assistant Principals for ELLs and SWDs, Staff Developers (internal and external) and Data Specialist
4. Implementation Timeline: September 2013 through May 2014
5. Teachers will scaffold lessons using assessments and Exit Slips to differentiate lessons in order to drive instruction. Balanced Literacy - use of classroom libraries, trade books in content areas, reading/ writing workshops. 2. Academic Intervention Services - mandated period nine, extended day classes. 3. ESL - Benchmarks 4. ELL students in period nine, extended day classes with ELA teachers preparing students for NYSESLAT sub-skills. 5. ELL students receiving four periods of ELA per week, beyond their mandated ESL schedule, in preparation for ELA. 6. Staff responsible for the implementation of Action Plan goals includes but is not limited to school administration, teachers in all subject content areas, ELA coach, and guidance counselors By June 2014, all students, with a focus on ELL and SWD student subgroups, will demonstrate progress toward meeting Math standards as measured by an increase of 2% on the NYS math performance index, with a focus on the ELL and SWD student subgroups

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

1. Teachers select at their IPC conferences with their department supervisor their observation Option 1 or 2., and supply optional goals and/or artifacts as per schedule.
2. Target population is decided upon by student performance on state and local assessments.
3. Principal. Assistant principals, teacher lead, lead teacher, Network achievement coach conduct cabinet and scheduled meetings to address Danielson Framework for Teaching's applications to school pedagogy.
4. Rubric-based performance levels used as targets to evaluate teacher's instructional progress.
5. Supervisors conduct end of year conferences with teachers and complete required entries in ADVANCE.

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

1. September – October, 2013
2. August – October, 2013.
3. August, 2013 – June, 2014.
4. September, 2013 – June, 2014.
5. June, 2014.

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

1. The school has established an AIS program that focuses on improving the oral language abilities, emergent literacy skills that ELLs and SWDs will need in order to ensure a successful transition to middle school grades.
2. All AIS, SWDs and ELLs will participate in literacy-based programs that have been established as part of the overall instructional program.
3. A SAPIS worker is on staff to support academies as part of the school's efforts to improve attendance for SWDs and ELLs.
4. All teachers are programmed to be able to work collaboratively during common planning periods during the school day, at least one period per week. During this common planning time, teachers meet together by grade level and subject, and cooperatively plan and refine lessons, analyze student data, evaluate pedagogical artifacts, share best practices, and turnkey professional development experiences. Common planning periods give teachers opportunities to prepare and revise curriculum and lesson plans that are aligned to the Common Core State Standards and our school's instructional focus.
5. In addition, teachers are also programmed to meet with colleagues teaching the same cohort of students, every Tuesday during Period 9. This common planning time facilitates inquiry into student learning and progress aligned with CCLS goals. Teachers are able to discuss and analyze student data, so that instruction and tasks, are tailored to heighten student interest, as well as improve skills and strategies in the areas of reading, writing, and critical thinking skills.
6. Resources provided: PD opportunities, such as the ongoing CMP3 and Expeditionary Learning trainings. This is facilitated by hiring substitute teachers to allow staff to attend the PD.
7. Network 208 monthly scheduled meetings. These meetings include trainings for principals, ELA, math, science, social studies, new teachers, special education, and guidance.

8. Other outside resources are frequently used, e.g. ASCD institutional membership, ARIS Learn, and the Teaching Channel.
9. Internal Professional Development.
10. Administration and staff members facilitate PD of effective strategies to share with their colleagues.
11. Online PLC (professional learning community) to share helpful resources with our staff.

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).

- There is a school website that posts students homework for classes, a calendar of events for each month and access to student support websites.
- The science department hosts a science sensation night, parents are encouraged to come and assist teachers and students in the activities.
- The science teachers are all members of Urban Advantage, UA hosts Sunday family field trips to NYC participating venues as well as meetings held to discuss UA activities with parents during the PTA meetings.

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.

Title I allocation: Teacher per session for SWD remediation ($7,000.00)
NYSTL: Textbook allocation, minimum per department ($10,000.00).
Title II funding: Afterschool program with Queens Zoo for ELL's ($8,000.00)

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

2.

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

1.

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

1.

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	1. All ELA teachers use differentiated instruction pedagogies personalized to the individual needs of all targeted students and based on statistical analysis and use of data culled from assessments, exams, and personal accounts of students' difficulties/challenges. 2. Supplemental ELA classes for ELL students delivered by an ELA teacher 3. iLearn Achieve 3000 reading program that differentiates the texts for students based on the levels that they achieve in their pre-tests 4. Extended mandated time for SWD, ELLs, and students who achieved levels 1 and low levels 2 on the 2012 New York State ELA exam. A program using CCLS-aligned workbooks and consumables is used by all teachers during the mandated period nine AIS instruction; incorporating research, higher-order thinking skills, and pedagogies based on Bloom into the instructional component.	1.Guided instruction groups or whole class using scaffolds 2.In small groups of not more than 20 students 3.in small group, 15 at-risk-identified SWD students Small group and one-to one in 10:1 ratio (5:1 for self-contained SWDs) 9. Small group and one-on-one (Achieve 3000 program) 10. Small group; peer tutorials; one on one.	1. Five times during the school day 2. four times a week during the school day. 3. two times a week after school 4.two times a week after school for 50 minutes

	5. lunch period extra help and zero period extra help on as-needed basis		5.Every lunch period; all zero periods; depending on teacher schedules.
Mathematics	1. All Math teachers use differentiated instruction pedagogies personalized to the individual needs of all targeted students and based on statistical analysis and use of data culled from assessments, exams, and personal accounts of students' difficulties/challenge 2. Extended mandated time for SWDs, ELLs, and students who achieved levels 1 and low levels 2 on the 2012 New York State math exam on an as-needed basis; 3. lunch period extra help and zero period extra help on as-needed basis 4. use of RADD strategies, use of Danielson higher-order pedagogies; differentiated instruction for all students regardless of proficiency level.	1. Extended mandated time is delivered in small groups of 10:1 2 and 3. Small group; peer tutorials; one Every lunch period; .	2. Two times a week after school for 50 minutes each session 3. Every lunch period; all zero periods; depending on teacher schedules.
Science	1. Lunch period extra help; zero period extra help; use of RADD strategies, use of Danielson higher-order pedagogies; differentiated instruction for all students regardless of proficiency level.	1. Small group; one on one; peer tutorial	1. Every lunch period; all zero periods; depending on teacher schedules.or regular school program.
Social Studies	1. Lunch period extra help; zero period extra help; use of RADD strategies, use of Danielson higher-order pedagogies; differentiated instruction for all students	1. All Social Studies teachers use differentiated instruction pedagogies personalized to the individual needs of all targeted students and based on statistical analysis and use of	1. Every lunch period; all zero periods depending on teacher schedule or regular school program.

	regardless of proficiency level.	data culled from assessments, exams, and personal accounts of students' difficulties/challenges.	
At-risk services ***(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)***	1. Mandated counseling; to wit: at-risk counseling in six week cycles; additional counseling services provided during talent-pool and grade assembly periods; zero period counseling; ninth period counseling; 2. PPC meeting 3. Deans meetings 4. Attendance meetings,	1. Depending on what the IEP states, students are seen in either 1:1, 1:3, or small group settings; services are counseling sessions with assigned guidance counselor/SBST/CBO staff; Students assigned to one-on-one or group sessions designed to address student concerns and to foster student success in all academic/social area. 2. Administrators; guidance; deans; SBST 3. Deans; Administrators 4. Administrators; Guidance; Deans; Attend. Teacher meetings	1. At-risk services provided by the counselor are delivered in small groups with a maximum of 5 students or one to one, during the school day as well as during the extended mandated time. At risk services provided by the school psychologist is delivered one to one on an as need basis during the school day. At-risk services provided by the social worker are delivered on a one-to-one and on an as-needed basis. 2. PPC (weekly) 3. Deans' meeting (weekly) 4. Attend. Team (weekly). meetings

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

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Recruitment Once there is an identified vacancy, resumes received from candidates and from New Teacher Finder are screened whether or not the teacher obtained the proper state certification for that particular subject area. The candidate is provided an opportunity to meet with the department assistant principal in either writing or a phone call correspondence. Teachers, who may be future colleagues, also have the opportunity to sit in this interview depending on the time. When the candidate comes in for the interview, an approximately 45 minute interview is conducted with questions that range from the teacher's educational philosophy, pedagogy, classroom management skills, and other contributions he or she can provide to the school community. The teacher's portfolio provides additional information about the curriculum and lesson planning skills. Every candidate is asked to create a lesson plan based on a set of directions for that particular subject with a copy of the CCLS. There is no specific time limit set for this planning. A separate principal interview is conducted after the lesson plan has been reviewed by the assistant principal. If time allows for it, a demo lesson may be requested for another day. Retention, Assignments, and Support New teachers are invited to attend a voluntary two-day New Teacher Orientation prior to the official start of the school year. This orientation provides pertinent information about the school's protocols and procedures, professional development that includes informational sessions about specific cohorts, such as ELLs, SWDs, effective instruction focused on research-based strategies. Presenters include assistant principals, content area teachers and other support staff. The two days also provides the new teachers with the opportunity to meet their peers and to acclimate themselves to our school environment. Time is also provided to set up their classrooms once the orientation ends. Continuous support is provided to our new teachers by matching them to a mentor who is a tenured teacher in the specific content area. This mentor interacts with the new teacher at least twice a week. This includes observation feedback, visiting other classrooms for inter-visitations, and aspects of lesson planning. All new teachers participate in staff professional development days that have been allocated for this purpose, such as the chancellor's days. The expectation is that they take away strategies from these days that they implement into their lesson. Supervisors of the departments provide feedback in their observations and walkthroughs as to their progress regarding the instructional expectations. New teachers receive three formal observation from the supervising assistant principal and a formal observation from the principal. This is in addition to the periodic walkthroughs that are conducted throughout the year. A series of separate New Teacher workshops are provided throughout the year on a as needed basis. Some of the routine workshop titles are "how to conduct the first parent teacher conference, the teacher tenure process, supporting ELLs/SWDs." The programming of the school includes additional new teacher support by scheduling every teacher a common planning period with their grade department colleagues once a week. There is additional teacher collaboration once a week that's been set aside for inquiry team meetings, which further fosters professional learning communities

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).
Our professional development has been aligned to this year's NYC DOE's instructional expectations. Our CEP goals and our school's instructional focus align with this. Danielson's Framework for Teaching, the full curriculum implementation of CCLS in all major subject areas with creating multiple entry points, and the focus on rigor (critical thinking), and academic vocabulary are the PD trainings we are providing to our staff. The administration, school network, pedagogical staff, parents, and students will all work together to implement this plan of action External Professional Development

• Principal's Weekly is utilized to identify relevant PD opportunities, such as the ongoing CMP3 and Expeditionary

Learning trainings.
• Network 208 monthly scheduled meetings are attended by administrators and teachers appointed by the administration. These meetings include trainings for principals, ELA, math, science, social studies, new teachers, special education, and guidance.

• Other outside organizations are contracted on a needs basis. For example, after identifying the need to provide special ed. ICT teachers planning for effective instruction, a consultant (a former DOE employee) has been contracted for this purpose. Any staff can initiate his/her own professional development opportunity and we accommodate this after reviewing the content of it.

Internal Professional Development

The administration, lead teachers/core inquiry team, and designated ESL and Sp. Ed. Teachers are the members that create meaningful internal PDs. External PDs, ASCD institutional membership, ARIS Learn, and the Teaching Channel are the main resources that are utilized to create our staff PDs. We recently created the PLC (professional learning community) website in our school's Google Drive. This is another way to share helpful resources with our staff. The following are different venues we deliver our professional development to our school's learning community.

• August One day trainings: ELA and Math Curriculum PDs; New Teacher Orientation

• Mandated Chancellor's days (September, November, June) focused on instruction

• Weekly cabinet meetings

• Weekly common planning meetings by grade departments

• Bi-weekly core inquiry team meetings

• Weekly Inquiry meetings by cross-content, department, faculty, and grade

• Monthly Lunch and Learns

• Monthly New Teacher Meetings

• Curriculum and life skills workshops for Parents

The teacher team meetings are a way for our pedagogical staff to collaboratively learn from each other. All of them are involved in common planning and inquiry teams in which they

• Gathering and analyzing data from

1. New York State exams for the purpose of instruction,

2. student work to identify strengths and target areas for instruction

3. teacher-based assessments,

4. classroom instruction (lesson plans)

• Revise and/or prepare curriculum and lesson plans that are aligned to the Common Core State Standards and our

schools instructional foci. Teachers work on:

1. Gathering materials and resources to heighten student interest and improve skills and strategies in the areas of reading, writing and critical thinking skills for literacy and the math instructional shifts.

2. Creating Student tasks based on the Common Core State Standards

3. Incorporating enriched and differentiated lessons/assessments (small group and individual instruction)

4. Decision-making regarding the use of academic assessments to evaluate the effectiveness of the

strategies/activities,

5. Gaining a deeper understanding of effective questioning techniques to encourage high-order thinking.

6. Promoting the rigor and high expectations of using academic language on a daily basis and teaching

academic vocabulary on a daily basis.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Our goal is to properly utilize all fiscal/human resources in order to realize school wide improvement through our instructional activities and strategies. All cohorts within our school community monitor strategies, their implementation into programs, and their success rate so that we better meet the purpose and intent of the state and federal program guidelines included in the conceptual consolidation so that all of our student cohorts' needs are addressed. To wit: 1. Teacher teams participating in common preps, collaborative inquiry, and grade-level planning as they track data and look at student work in order to improve pedagogical practices as evidenced by the Danielson rubric(s). 2. Afterschool programs AIS math, AIS English, content area support, SHSAT. 3. Software and textbook instructional materials purchased for use in all classrooms across all academic levels. 4. Use of network Math personnel, and school lead teacher and teacher lead to disseminate Danielson-rubric based initiatives for all teaching staff. 5. Professional development conducted and 'turn-keyed' by instructional lead teachers in ELA and math, and external facilitators across all academic subjects. We qualify for Conceptual Consolidation as base don our Title I classification. We integrate services and programs to supplement academic programs across the curriculum in order to maximize student proficiency and achievement. We consolidate and maximize all funding sources (Nystl, Title I, Tax levy, etc.) to reach school wide goals for academic improvement.

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Representative staff meets during summer to agree upon implementation of Mosul, choice of curricula, composition of local exam assessments and dissemination to rest of teaching staff throughout the school year.

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).

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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 s

- *ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;*

- *support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;*

- *maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;*

- *conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;*

- *provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;*

- *host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;*

- *schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;*

- *translate all critical school documents and provide interpretation during meetings and events as needed;*

- *conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;*

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

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

PROVIDING SCHOOL PLANNERS/FOLDERS FOR REGULAR WRITTEN COMMUNICATION BETWEEN /TEACHER AND THE HOME IN A FORMAT, AND TO THE EXTENT PRACTICABLE IN THE LANGUAGES THAT PARENTS OF PARENT ASSOCIATION (OR PARENT-TEACHER ASSOCIATION), PROVIDE GENERAL SUPPORT TO PARENTS BY:

- *CREATING A SAFE, SUPPORTIVE AND EFFECTIVE LEARNING COMMUNITY FOR STUDENTS AND A WELCOMING RESPECTFUL ENVIRONMENT FOR PARENTS AND GUARDIANS;*
- *ASSISTING PARENTS IN UNDERSTANDING ACADEMIC ACHIEVEMENT STANDARDS AND ASSESSMENTS AND HOW TO MONITOR THEIR CHILD'S PROGRESS BY PROVIDING PROFESSIONAL DEVELOPMENT OPPORTUNITIES (TIMES WILL BE SCHEDULED SO THAT THE MAJORITY OF PARENTS CAN ATTEND);*
- *SHARING AND COMMUNICATING BEST PRACTICES FOR EFFECTIVE COMMUNICATION, COLLABORATION AND PARTNERING WILL ALL MEMBERS OF THE SCHOOL COMMUNITY;*
- *SUPPORTING PARENTAL INVOLVEMENT ACTIVITIES AS REQUESTED BY PARENTS;*
- *ENSURING THAT THE TITLE I FUNDS ALLOCATED FOR PARENT INVOLVEMENT ARE UTILIZED TO IMPLEMENT ACTIVITIES AS DESCRIBED IN THIS COMPACT AND THE PARENT INVOLVEMENT POLICY;*
- *ADVISING PARENTS OF THEIR RIGHT TO FILE A COMPLAINT UNDER THE DEPARTMENT'S GENERAL COMPLAINT PROCEDURES AND CONSISTENT WITH THE NO CHILD LEFT BEHIND TITLE I REQUIREMENT FOR ELEMENTARY SECONDARY EDUCATION ACT (ESEA) AND TITLE I PROGRAMS;*

I. PARENT/GUARDIAN RESPONSIBILITIES:

- *MONITOR MY CHILD'S ATTENDANCE AND ENSURE THAT MY CHILD ARRIVES TO SCHOOL ON TIME AS WELL AS FOLLOW THE APPROPRIATE PROCEDURES TO INFORM THE SCHOOL WHEN MY CHILD IS ABSENT;*
- *ENSURE THAT MY CHILD COMES TO SCHOOL RESTED BY SETTING A SCHEDULE FOR BEDTIME BASED ON THE NEEDS OF MY CHILD AND HIS/HER AGE;*
- *CHECK AND ASSIST MY CHILD IN COMPLETING HOMEWORK TASKS, WHEN NECESSARY;*
- *READ WITH MY CHILD AND/OR DISCUSS WHAT MY CHILD IS READING EACH DAY (FOR A MINIMUM OF 15 MINUTES);*
- *SET LIMITS TO THE AMOUNT OF TIME MY CHILD WATCHES TELEVISION OR PLAYS VIDEO GAMES;*
- *PROMOTE POSITIVE USE OF EXTRACURRICULAR TIME SUCH AS, EXTENDED DAY LEARNING OPPORTUNITIES, CLUBS, TEAM SPORTS AND/OR QUALITY FAMILY TIME;*
- *ENCOURAGE MY CHILD TO FOLLOW SCHOOL RULES AND REGULATIONS AND DISCUSS THIS COMPACT WITH MY CHILD;*
- *VOLUNTEER IN MY CHILD'S SCHOOL OR ASSIST FROM MY HOME AS TIME PERMITS;*
- *PARTICIPATE, AS APPROPRIATE, IN THE DECISIONS RELATING TO MY CHILD'S EDUCATION;*
- *COMMUNICATE WITH MY CHILD'S TEACHER ABOUT EDUCATIONAL NEEDS AND STAY INFORMED ABOUT THEIR EDUCATION BY PROMPTING READING AND RESPONDING TO ALL NOTICES RECEIVED FROM THE SCHOOL OR DISTRICT;*
- *RESPOND TO SURVEYS, FEEDBACK FORMS AND NOTICES WHEN REQUESTED;*
- *BECOME INVOLVED IN THE DEVELOPMENT, IMPLEMENTATION, EVALUATION AND REVISION TO THE PARENT INVOLVEMENT POLICY AND THIS COMPACT;*
- *PARTICIPATE IN OR REQUEST TRAINING OFFERED BY THE SCHOOL, DISTRICT, CENTRAL AND/OR STATE EDUCATION DEPARTMENT LEARN MORE ABOUT TEACHING AND LEARNING STRATEGIES WHENEVER POSSIBLE;*
- *TAKE PART IN THE SCHOOL'S PARENT-TEACHER ASSOCIATION OR SERVE TO THE EXTENT POSSIBLE ON ADVISORY GROUPS, E.G., TITLE I PARENT COMMITTEES, SCHOOL OR DISTRICT LEADERSHIP TEAMS;*
- *SHARE RESPONSIBILITY FOR THE IMPROVED ACADEMIC ACHIEVEMENT OF MY CHILD;*
- *MONITOR MY CHILD INTERNET ACTIVITYAS WELL AS PARENT MEMBERS OF THE SCHOOL LEADERSHIP*

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

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

Part I: School ELL Profile

A. School Information ⓘ

District 25	Borough Queens	School Number 185
School Name Edward Bleeker JHS 185Q		

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 Theresa Mshar	Assistant Principal Gerald Volkommer
Coach n/a	Coach n/a
ESL Teacher Christine Olsen	Guidance Counselor Narda Melendez
Teacher/Subject Area Stacy Mooney/Math	Parent Jeanne Aurricchio
Teacher/Subject Area Joanne Olsen/ELA	Parent Coordinator Gail Meyers
Related Service Provider Vivian Cebellero	Other n/a
Network Leader(Only if working with the LAP team) Daniel Purus	Other n/a

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.	3	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1521	Total number of ELLs	173	ELLs as share of total student population (%)	11.37%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	173	**Newcomers (ELLs receiving service 0-3 years)**	124	**ELL Students with Disabilities**	21
SIFE	14	**ELLs receiving service 4-6 years**	37	**Long-Term (completed 6+ years)**	12

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	124	13	9	37	1	17	12	0	11	173
Total	**124**	**13**	**9**	**37**	**1**	**17**	**12**	**0**	**11**	173
Number of ELLs who have an alternate placement paraprofessional:										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish							16	16	21					**53**
Chinese							31	32	30					**93**
Russian														**0**
Bengali							1	0	2					**3**
Urdu							2	0	3					**5**
Arabic							1	1	0					**2**
Haitian														**0**
French														**0**
Korean							4	5	3					**12**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Other							4		1					**5**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**59**	**54**	**60**	**0**	**0**	**0**	**0**	**173**

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)							18	23	26					**67**

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)							10	7	17					**34**
Advanced (A)							31	24	17					**72**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**59**	**54**	**60**	**0**	**0**	**0**	**0**	**173**

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

NYS ELA					
Grade	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Total**
3					0
4					0
5					0
6	25	13	2	0	40
7	27	7	0	1	35
8	36	2	1	0	39
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		**Level 2**		**Level 3**		**Level 4**		**Total**
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6		22		16		8		3	49
7		14		11		13		9	47
8		28		8		14		2	52
NYSAA Bilingual (SWD)									0

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
   Paste response to questions here:The initial assessment that will indicate the student's literacy skill for ELLs who enter the NYCDOE system for the first time, is the LAB-R. For students who are currently enrolled, we assess their literacy skills based on the NYSESLAT. We also administer the Words Their Way Spelling Inventory and The San Diego Quick Assessment of Reading Ability with a reading fluency assessment, and the placement test for the Inside National Geographic curriculum. These assessments provide insight into their strengths and weaknesses in literacy. This information is used to inform programming and placement in ESL classes. Curricula decisions are made based on the results of the placement tests. The Words Their Way Spelling Inventory and the San Diego Quick Assessment inform fluency instruction and placement in Wilson classes during extended day. The instructional plan includes the correct placement of the ELLs in the ESL instruction, the enhanced number of instructional periods offered to the ELL cohort in ELA, the instructional strategies, period 9 placement with either an ELA or ESL teacher.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   We have noticed over the years that we have the largest numbers of ELLs in the beginner or advanced classes. There aren't as many students in the intermediate level because they move on to the advanced level quickly. In the past, we noticed that our 6th grade ELL classes were much smaller than the 7th and 8th grade classes. However, this year we can see that the numbers of ELLs are dispersed more evenly among the three grades.
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)
   Paste response to question here: Current NYESLAT data does not give us sufficient data to make instructional decisions for beginners and low intermediates. For the advanced students, this data reveals that they scored the lowest on the listening and writing portions of the test. We use this data to inform our instruction in the beginner and intermediate levels by focusing on the speaking and writing modalities such as incorporating the accountable talk strategy to allow for increased student to student interaction. We provide the students with sentence starters, wait time, and paired work as ways for the students to participate in class discussions.
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?

   Paste response to questions here: a. The math state exam is given to ELLs in their native language, in the cases of Korean, Spanish and Chinese native speakers, as well as in English. Most ELLs usually pass the Math exam in their native language and fail the ELA (which is administered in English).

   b. Does Not Apply

   c. Does Not Apply
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*.)
   Paste response to question here: Use the fluency assessments to do fluency instruction and practice during beginner and intermediate classes. We use the Words their Way Spelling Inventory to appropriately place students into a Wilson class during period 9 (extended day).
6. How do you make sure that a child's second language development is considered in instructional decisions?
   Paste response to question here:We distributed bilingual dictionaries and content area glossaries to all ELLs. The school library and ESL classroom libraries have bilingual sections that the students can access. We allow beginners to write in their native language to complete assignments. Student helpers, iPads, and Google Translate assist in translation of assignments. Student translators also assist in helping ELLs understand classroom directions and content to maximize student engagement.
7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?
   c. How are EPs performing on State and City Assessments?

   Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here: 8. We evaluate the success of our ELLs based on NYS ELA, math, and science exams. The annual NYSESLAT scores help us determine how many have increased by proficiency level and how many have achieved proficiency and have tested out of ESL service. The NYS ELA and math assessments show how our ELLs perform compared to the rest of our students. Our in-house Benchmark Scantron Reading assessments also provide us with summative and formative data, which help our content area teachers to differentiate by finding appropriately leveled texts and to form groupings.

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.)
Paste response to question here: Parents of new admits receive admission forms and the HLIS from the pupil accounting secretary. The Secretary calls a pedagogue, depending on the home language indicated on the HLIS, to conduct an informal oral interview.
Pedagogues:
John Santamaria—Spanish, Dean, certified bilingual Spanish teacher
Josefa Sande—Spanish, Dean, certified Science and ESL teacher
Ma—Chinese, certified foreign language teacher
Tong Lin—Mandarin, certified ESL teacher
Y. Chou-Mandarin, certified ESL and Science teacher
M. Leung—Mandarin, certified Math teacher
C. Kang—Korean, AP, certified ELA teacher
P. Dhillon—Hindi, Punjabi, Urdu, AP, certified Science Teacher
K. Tong—Mandarin and Cantonese, certified Music teacher
G. Fleishman—English, Guidance Counselor, certified Music teacher
N. Melendez—Spanish, Guidance Counselor, certified teacher
T. Mshar—English, Principal, certified physical education teacher
Paraprofessionals
H. Hallakah—Arabic, Paraprofessional M. Idrizi—Albanian, Paraprofessional
P. Louis—French, Nurse
Hu—Chinese, Paraprofessional
HLIS is forwarded to ESL coordinator to determine ELL eligibility (to administer the LAB-R and place in the proper ELL class)
LAB-R is administered by pedagogue A. Abbenda
All ELLs take the NYSESLAT in the spring to determine proficiency levels by modality and for ESL class placement in the fall
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.
Paste response to question here: There are presently two opportunities for the parents to learn about the three program choices. When ELL parents initially register their children to attend school, a trained bilingual pedagogue and the parent coordinator meet with the parents. Once we have determined what language the parents are most comfortable using, they are shown the Parent Orientation Video, and are asked if they have any questions and what their program choices are. They are also given the "Guide for Parents of English Language Learners" flyer. The pedagogue and the parent coordinator remain present while the parents complete the Parent Survey and Program Selection Form in their native language.
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].)

Paste response to question here: For New ELLs: As soon as the LAB-R results are available, the ESL coordinator determines who receives the non-entitlement letters and who receives entitlement letters. Translated letters are provided to the parents based on their preferred home languages, except for a few cases where the translated versions are not available on the DOE website. We have identified Tagalog as one language these documents have to be translated into by an independent translation service. The entitlement letters are provided to the parents at our Open House meetings for ELLs.

For Continuing ELLs: The continued entitlement letters are handed out to the students according to the parents' preferred language based on the previous year's NYSESLAT scores and on the language indicated on the HLIS. Guidance counselors assist in completing and distributing forms for all students.

For Existing Students who Receive Non-Entitlement Letters: Based on the previous NYSESLAT scores, students who test out receive non-entitlement letters at our special event for just this cohort. We reward them for their effort and celebrate their new status as FELLs by providing them a pizza party. This also is also the opportunity for them to receive helpful information as to what kinds of supports they still receive as FELLs.

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.

   Paste response to question here: ESL coordinator looks at LAB-R scores to place in the proper ESL class based on Parent Selection form. Parents are given a brochure explaining the different programs available for ELLs. Parent Coordinator meets with parents, with an interpreter, to discuss program options.

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.

   Students are scheduled to take each section of the NYSESLAT as early as possible in the test administration window. If any students are absent for a section of the test, they have numerous opportunities to make up the missed section. Therefore, all students are able to take all sections of the NYSESLAT.

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.

   Paste response to question here:The trend has been that the parents, after viewing the DOE ESL DVD, have been choosing the Freestanding ESL taught by licensed TESOL teachers. Yes, the models are aligned with parent requests. When we have 15 students with the same home language, in two contiguous grades, whose parents opt for a bilingual program, it will be offered. As new students are admitted during the year, the parent selections will be reviewed and they will be contacted should there be 15 students in contiguous grades with the same home language, and the option of bilingual education will be offered to the parents. We monitor this in the ELPC screen of ATS.

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])?

    Paste response to questions here: a. Pull-out ESL classes and push-in during select content area classes
    b. Advanced students receive ESL classes in the same ESL class, and beginner and intermediate students receive ESL together. All classes are organized by grade level.
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)?

    Paste response to questions here: 2. We have three full time highly qualified certified ESL teachers who are programmed to provide the following mandates to our ESL students.

ESL proficiency level	No. of ESL periods per week	No. of ESL minutes per week	No. of ELA periods per week	No. of ELA minutes per week
Beginner	8	360	4*	180
Intermediate	8	360	4*	180
Advanced	4	180	8	360

    Beginner ELL students receive 360 minutes of ESL and 180 minutes of ELA per week as per the CR-Part 154 mandate.
    Intermediate ELL students receive 360 minutes of ESL and 180 minutes of ELA per week as per the CR-Part 154 mandate.
    Advanced ELL students receive 180 minutes of ESL AND 360 minutes of ELA per week as per the CR-Part 154 mandate.
    *Beginner and intermediate students who are taking the ELA in 2014 receive ELA instruction from an ESL teacher who is certified in Adolescent Literacy 7-12. Some students who are exempt from the ELA receive NLA instruction instead of ELA.
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.

    Paste response to question here: - We no longer have homogenous/isolated ELL classes. For the departmentalized format, classes are no longer predominately ELL. Some classes are designed to be a combination of ELL students and general education students. In grades 6-8 there are 5 classes that are designed to be a combination of ELL, general education, and special education. This year, the ESL teachers are pushing into content area classes to provide additional support.
    - To support and enrich language development, content area and ESL teachers use the following instructional approaches: visual aids, audio aids, leveled tests, graphic organizers, ipads with translating software, video clips with closed captions, student translators, every student has a word to word dictionary, content area glossaries, academic vocabulary instruction in every classroom, word walls, writing assignments with prompts and scaffolds, translated materials and texts.
    - Content area is delivered by licensed content area teachers. The classes are made up of general education students, ELLs, and special education students so the content area teachers differentiate to accommodate the various levels of English language proficiency. Content area classes are English-only, but native language support is provided. Teachers use the following methods to provide differentiated instruction: rewriting sections of the textbook to create comprehensible text, edhelper.com to provide students with leveled texts, Google translate and native language dictionaries/glossaries to provide native language support, active reading practices, etc.
    - Native language is developed through the use of the following supports: native language dictionaries/glossaries, DOE Translation and Interpretation Unit to translate documents and letters that are sent home, translation of concepts and key words,

classroom and State tests are given in the native language when translations are available. ESL classrooms and the school library have native language and bilingual libraries.

- ESL teachers support the content areas through theme-based, content area units. The National Geographic Inside textbook series provides science and social studies units to help support students' growth and understanding of concepts related to these content areas. For example, ESL teachers have taught units on ancient civilizations, communities, immigration, 9/11 and terrorism, etc.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
   Paste response to question here: J185Q has neither a bilingual nor a dual language program. The native language is used as a scaffold to facilitate comprehension. The Lab-R in Spanish is administered to forst time entrants to the NYC school system whose home language is determined to be Spanish based on the initial identification given to them. It is not used for other language assessments or as a means of measuring growth.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
   Paste response to question here: All four modalities are addressed in each subject's curriculum. Teachers use rubrics, observations, classwork, tests, projects to asses each modality. The Common Core Literacy Standards are addressed in content area classes. The ELA CCLS and ESL NYS Standards are addressed in ELA and ESL classes.
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).

Paste response to questions here: a. We currently have a total of 16 SIFE students in our school. They are required to attend extended day classes. We will strongly encourage these students, and reach out to parents, to attend the Title III afterschool program. This year we will provide a program that is tailored to the needs of SIFE students.

b. They attend freestanding ESL classes in the same classes as the intermediate students. They also receive four periods of ELA to prepare them for the ELA test. All of these students also attend extended day classes, which also focus on preparing them for the ELA test. A few select students are discussed during PPC meetings, and a more comprehensive plan is devised.

c. Most of these students are at the intermediate or advanced level in ESL. Advanced students receive four periods a week in ESL and eight periods of ELA. Intermediate students receive eight periods of ESL and four periods of ELA. We also encourage these students to attend the Title III program after school.

d. We have started an intervention plan for our ELL long-term students. We set up initial meetings with the parent of that ELL to create an individualized action plan, which would help him/her to move forward. This action plan, which includes helpful academic strategies, gets e-mailed to the teachers, so that it is implemented in all subject areas. A few select students are discussed during PPC meetings, and a more comprehensive plan is devised.

e. These students still receive the same testing accommodations as current ELLs on classroom and state tests. We also encourage these students to tutor current ELLs in their native language

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?
   Paste response to question here: 1. Chunking Information
   2. Use of visuals
   3. Interactive technology
   - Brainpop
   - Web quests
   - Laptops
   - Ipads
   4. Group work/flexible grouping
   5. Differentiation
   6. Leveled texts
   7. Native language glossaries and dictionaries

8. Classroom tests translated into students' native languages
9. In addition, paraprofessionals provide individualized attention to the ELL-SWDs during ESL classes and in content area classes.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Paste response to question here: ELL-SWDs are provided ESL instruction in a pull-out ESL class. They are placed in an ESL class based on their levels: beginner/intermediate in one class and advanced students in another class. They are scheduled to meet the mandates as per CR154. The programs are individualized and customized to provide IEP mandates as well as ESL mandates.

Courses Taught in Languages Other than English

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

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

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

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

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

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

	Beginning	Intermediate	Advanced

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
   Paste response to question here: This year we have integrated our ELL population with the general education students for content areas. Students are split into Beginner/Intermediate and Advanced cohorts for ESL instruction classes. ESL teachers are also providing push-in support in select content area classes. In addition, ELL students are offered extra reading and writing activities and instruction to support and increase proficiency during our afterschool tutorial period 9.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    Paste response to question here: The Inside National Geographic curriculum integrates ELA, science, and social studies units that allow us to provide content area support during ESL. We also incorporate phonics and reading fluency instruction to supplement the curriculum.
11. What new programs or improvements will be considered for the upcoming school year?
    Paste response to question here: We plan to focus on SIFE, long-term beginners, and MT8 students (students who need to get at least a 2 on the ELA and Math State exams to be promoted). For SIFE and long-term beginners, we are considering a targeted Title III program. For MT8 students, we are proving Wilson, phonics instruction, strong portfolios, and push-in ESL during content area classes.
12. What programs/services for ELLs will be discontinued and why?
    Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    Paste response to question here: All ELLs are afforded equal access to all our school programs. For example, all 7th grade students including ELLs are screened for enrollment in Regents Math and Earth Science. Since ELLs are in all of our heterogeneous classes, they participate in all our school initiatives, such as the Silk Road Project, the After-school program, SHSAT test prep, and sports.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

    - Bilingual Dictionaries
    - Document cameras
    - SMART Board
    - Bilingual classroom library books
    - Leveled Texts
    - Leveled Classroom Libraries
    - iPads
    - Translated content-area glossaries
    - Picture books
    - Abbreviated texts
    - Differentiated graphic organizers
    - Differentiated assignments
    - Translation software
    - Closed captions for videos
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    Paste response to question here:Instruction for all content areas for ELLs in our building is only administered in English. Beginner students are paired with a buddy student to offer assistance in translating and assimilating into the school culture. Vocabulary and prefixes, root words, and suffixes are often taught in the classroom to draw connections between the English language and students' native languages.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    Paste response to question here:We provide resources and support services that correspond to ELL's ages and grade level.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here: During the month of June, newly admitted students, and their parents, are invited to our incoming 6th grade afternoon and evening orientation to familiarize themselves with the new middle school environment. Translators in all the major languages spoken in our school are provided at this event

18. What language electives are offered to ELLs?

    Paste response to question here:Newly admitted ELLs who are not taking the ELA test are placed in either Chinese or Spanish language classes.

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

    Paste response to questions here:

C. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here Part D Professional Development

1. Describe the professional development plan for all ESL personnel at the school.

The TESOL teachers are provided external profession development whenever there is an opportunity, such as DOE ESL trainings, and QTEL. We normally select a team of teachers, which includes at least one TESOL teacher and other content-area teachers to attend professional development sessions, so that there is school-wide coherence in the instruction for ELLs. Non-licensed ESL teachers are provided professional development through the DOE QTEL and the Network 208's ESL Support Specialist. Additionally, we provide internal professional development by our licensed TESOL teachers and the literacy coach depending on the needs of the teachers.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The incoming 6th grade orientation supports the transition to middleNewly admitted ELLs who are not taking the ELA test are placed in either Chinese or Spanish language classes. school from elementary school. Intermediate students receive four instructional periods of English in addition to their mandated eight periods of ESL. Advanced students receive 8 periods of English in addition to their mandated four periods of ESL. This helps them transition to the rigorous high school environment. In addition, the 8th grade guidance counselor offers high school information sessions with translators present to inform the parents and their children about the high school programs that are supportive of their needs. The guidance counselor provides individual counseling sessions with translators present to help the students and their parents navigate through the high school application process and the directory.

3. Describe the minimum 7.5 hours of ESL training for all staff as per Jose P.

For our external professional development sessions we send our teachers to are usually designed so that it is with a group of subject content area teachers, which helps them receive these mandated 7.5 hours. The ESL teachers also provide on-going PD every school year, so teachers can accumulate these hours over time. As part of an on-going effort to provide the required 7.5 hours of ESL training, we are developing a Googledoc, which our staff will begin updating with the date, the name, hours, and type of PD (internal or external DOE, network, or non-DOE).

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?

Paste response to questions here: 1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parents are always welcome at Bleeker JHS 185. We have many activities and events for parents and their children including parent workshops on many topics, grade Orientations, meetings, committees, volunteering opportunities, many special family events including our Science Sensation Family festival, Lunar New Year festival, Math Casino night, school concerts and art exhibits, family art workshops, weekend trips to cultural institutions, etc. We have interpreters at our events, especially Parent/Teacher conferences and at our academic workshops. In the past years we have held free ESL classes for parents and family members of our school community. We have also offered free GED and computer classes. Unfortunately due to budget cuts, we are unable to offer parent classes this year. However, we will offer the free "We are NY" program to our parents of ELLs. In addition, the parent coordinator continues to refer parents to free ESL classes offered in our school neighborhood. We try to have most of our notices translated by the Office of Translation and Interpretation, translated by Google Translates, as well as by pedagogues who are bilingual. Since the turnover time can be very slow, we are working on a more efficient system to have our notices translated.

2. Does the school partner with other agencies or CBOs to provide workshops and services to ELL parents?

We have worked in the past with the Child Center of NY to provide ESL, GED, and computer classes to our ELL parents. If funding is renewed we will offer these classes again.

3. How do you evaluate the needs of the parents?

The Children's Aid Society has surveyed our parents in the past. Presently we work closely with our PTA and SLT (School Leadership Team) to determine the needs of parents. We also have open discussions with parents at various meetings and forums.

4. How do your parental involvement activities address the needs of the parents?

Our parent workshops on a variety of topics, including curriculum and assessments, navigating parent/teacher conferences, organizational skills for students, Internet safety, Common Core Standards, financing college, fire safety, etc. address the needs of parents to be informed about their children's education, as well as how to keep their children safe. Family events, trips, art workshops, etc. provide parents with no-cost opportunities to share quality educational/cultural experiences with their middle school children, and to feel comfortable and involved in their school.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: Edward Bkleeker JHS185		School DBN: Q185	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Theresa Mshar	Principal		10/31/13
Gerald Volkommer	Assistant Principal		10/31/13
Gail Meyers	Parent Coordinator		10/31/13
Christine Olsen	ESL Teacher		10/31/13
Jeanne Aurricchio	Parent		10/31/13
Stacy Mooney	Teacher/Subject Area		10/31/13
Joanne Olsen	Teacher/Subject Area		10/31/13
n/a	Coach		10/31/13
n/a	Coach		10/31/13
Narda Melendez	Guidance Counselor		10/31/13
Daniel Purus	Network Leader		10/13/31
Christine Olsen	Other ESL Teacher		10/31/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q185 **School Name:** J185Q

Cluster: _____ **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.

We consult the HLIS, student blue cards, and the student/parent demographic information that is available on ARIS. In addition, our testing coordinator runs the DNLO in order to determine the breakdown of langauges spoken by our students and their parents. We refer to these sources in order to determine the amount of materials needed to be translated into the various home languages for dissemination to the families.

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.

The major finding is that in addition to Spanish, Korean and Chinese (Mandarin and Catonese), there is a discernible rise in the amount of materials we need translated into Arabic and languages from the south Asian subcontinent. These findings were reported to the school community through the School Leadership Team, the Pupil Personnel Committee, and staff meetings.

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.

Written translation services are provided by staff members who speak languages in addition to English and representative of the school community. Members of our staff speak Spanish, Korean, Chinese, Greek, Pashtu, Urdu, Hindi, Arabic, Croatian, Italian, and Portuguese. School documents of high importance are translated by staff for disemmination to school community. School correspondence in these languages is done so that all information going home to all parents/families is delivered simultaneously with that delivered in English. Documents such as school lunch forms, ESL Continued Entitlement and Non-Entitlement/Transition Letters, Parent Surveys, and HLIS are all available in most of the home languages that are represented at our school. In addition, we have provided all of our students with content area glossaries and word to word dictionaries so that their parents may assist the students with their schoolwork at home. Finally, if our school produces documents that are crucial for parents to understand, we send those documents to the Translation and Interpretation Unit for translation. In the past, we have utilized this office to translate documents such as informal parent surveys and important information sent home by classroom teachers.

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 services are provided by school staff on an as-needed basis during school hours and at all after-hours school programs to which parents are invited. In most cases, school staff who speak needed languages are non-classroom teacher staff. When a classroom teacher is needed to interpret, an appointment with the family needing the service is made so that the appointment will not conflict with the teacher's/students' instructional time. When ad-hoc interpreation is necessary, all provisions are made to proceed with the school day (i.e. asigning another teacher to cover the intrepreter's class) so that both the service and the class may be unaffected. When teachers need to call parents regarding a student's behavior or academic performance, they utilize the Office of Translation and Interpretation Services, or they ask a colleague who speaks the student's native language to assist in making the phone call. During parent teacher conferences, our parent coordinator hires interpreters for the afternoon and evening sessions.

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.

School complies with the regulation by making sure that all translated materials are ready ahead of time for dissemination at the same time as those materials distributed in English. All oral interpretation services are made available whenever needed and all school functions such as orientations and meetings have intrpreters in as many languages as feasible present at those programs. During orientations for new students, our parent coordinator, school secretary, and assistant principals all inform the parents of their rights to translation services. In addition, the poster from the Office of Translation and Interpretation Services is hanging in the hallway outside our main office.

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 #66 or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: J185Q	DBN: 25Q185
This school is (check one):	☐ conceptually consolidated (skip part E below) ☒ 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): ☐ Before school ☐ After school ☒ Saturday academy ☐ Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

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:

ELL students who received a Level 1 on the NYS ELA 2012 exam, or those who are eligible to sit for the NYS ELA exam in 2013, are attending our Saturday Academy; a Saturday morning, three hour, academic program that is taught by certified ESL and general education subject teachers. Students attending this morning program also have the same teacher for the mandated after school component. The rational for this program is to offer these students both academic remediation and a level of consistency that constantly reinforcing literacy skills that will improve their performance level on the NYS ELA 2012 exam.

The Saturday Academy program features extensive use of the Delta Program software that gives ELL students additional, intensive remediation in speaking and writing skills. The Saturday Academy also includes use of I-Learn software, a city-wide intitiative, and, lastly, additional remediation in general subject area classes.

We are using the iLearn program on Saturdays to help the ELL students with reading and writing. The students are using NCS Pearson's WriteToLearn application, in which they are assigned leveled texts to read and then write summaries, essays, and other writing products. The application provides feedback on spelling, grammar, and content as the student is writing.

The Saturday Academy is dedicated soley to the improvement of our ELL students.

In addition, during the 2013 school year the Queens Zoo will provide an educational after-school program for English Language Learners at Edward Bleeker Junior High School (JHS 185). The Queens Zoo (QZ) is uniquely suited for these services because of its creative qualified staff, small size and familiar animal exhibits from the Americas. The Zoo has a history of providing animal and conservation education programs for schools throughout Queens and the greater NY area since 1992.

The primary instructor for this program will be Anine Booth. Ms. Booth will have completed her M.S. Degree in Psychology and Animal Behavior by Sept., 2012. She is a veteran teacher of informal education and has worked in several zoos and informal science centers. In addition, she will be assisted occasionally by Alex Kudroff, a Queens Zoo instructor with four years experience in zoo education. Mrs. I. Wong. a JHS185Q teacher with full NYS certification in both TESOL and ESL will be providing direct instruction to the students. Mrs. Josefa Sande, JHS185Q staff member with full NYS certification in ESL, will co-teach with Mrs. Wong.

The Education Department, in conjunction with the Queens Zoo, will develop and teach after-school programs at the school for a group of up to 25 ELL students, on Fridays from 3:30 – 4:30 pm, beginning in February, 2013. The Queens Zoo also will present three parent workshops for the participating

Part B: Direct Instruction Supplemental Program Information
students which will help parents understand the scope of activities that the students will be learning in the program. In addition, QZ will arrange for three field trips (Queens Zoo, Prospect Park Zoo and tentatively Jamaica Bay Wildlife Refuge) for the students related to the curriculum, and will also provide educational support to the classroom teachers. These supplemental activities are designed to augment the lessons that the student will receive during the program. The Queens Zoo (QZ) will assume responsibility for the cost of materials used during these programs. Each of the planned sessions and trips will provide students an opportunity to learn topics in zoology, wildlife and urban ecology and conservation through a variety of hands-on activities. The overall goal of the program is to assist students in learning the english language while discovering the importance of wildlife conservation issues and showing them ways to get involved in appropriate local conservation activities.

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: Teachers are provided 9 hours of training and planning on how to reinforce ELA strategies. This training takes place during this program to insure that they are meeting the needs of these students. This program began in September, 2012 and will continue through April , 2013. Special ELA materials were ordered for use in this program. Additionally, the skills and strategies being taught during the Saturday Academy program will be integrated into the lessons by the entire teaching staff on a weekly basis. An addition, a comprehensive professional development program will be offered on Election Day, 2012, with mandatory attendance by all staff and featuring a round-robin program of various ELL strategies to be use din all academic subject areas.

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

Part D: Parental Engagement Activities
Begin description here: (PLEASE PROVIDE THE TIME FRAME AND DURATION FOR THE PARENT WORKSHOPS) 1.) Interpreters are available at and participate in all Parent-Teacher conferecnes, PTA meetings, School Leadership Team meetings, open houses, and all other workshops and meetings. Parents are informed of all school porgrams through flyers tyranslated into languages other than English. Language-appropriate staff are used for interpretation, as well as are interpreters from Legal Interpretation Services (a recommended DOE vendor). Open houses specifically for parents of ELL students are conducted in the fall and winter of the school term. The first of the two is scheduled for November, 2012, and the second of the two is scheduled for February, 2013. Each of the two open houses is held in the school library and is attended by ELL teaching staff, school adminstrators, guidance counselors, and our parent co-ordinator; as well as by staff serving as interpreters for the parents. The open houses are scheduled to run 90 minutes in length are conducted early in the school day and the parents are served a light breakfast. 2.) Parents are trained in how to use school website, Aris, Skedula, additional software supports, and in how to complete the high school admission process for their child.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $18508		
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) • Per session • Per diem	$ 11600.26	$3,140.34 supervision of Saturday Academy as per Galaxy allocation. $8,560.26 three teachers (1 ESL, 2 general education) teaching three hours per Saturday for 19 Saturdays in program designed specifically for ELL students; at per session rates.
Purchased services • High quality staff and curriculum development contracts.	$ 5552.40.	Ongoing program with Queens Zoo. During the 2012/2013 school year (spring term) the Queens Zoo will provide an afterschool program for ELL students at J185Q. The Zoo is uniquely qualified for this service because of its staff, manaegable size, and exhibits featuring animals indigenous to the Western hemisphere. Zoo has been providing this service to schools for 20 years.
Supplies and materials • Must be supplemental. • Additional	Cost for services rendered by Queens Zoo education department, DOE Vendor QWC000111:	Instructor fees of $5250.40 ($250.00 hr for 17 hour total); additional field trip, supplies.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $18508		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other	$ 1850.34	Ten per cent set-aside for parent involvement to cover costs of interpretive services (teachers, DOe at per-session rate), open house and after school programs specifically for families of ELL students; printing of materials on an as-needed basis.
TOTAL	$ 18,508.	