



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: WILLIAM H. CARR, JHS 194

DBN (i.e. 01M001): 25Q194

Principal: JENNIFER MILLER

Principal Email: JMILLER15@SCHOOLS.NYC.GOV

Superintendent: DANIELLE DIMANGO

Network Leader: MICHAEL DANTONA

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
Jennifer Miller	*Principal or Designee	
Carol DiPasquale	*UFT Chapter Leader or Designee	
Carlos Diaz	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
John Fazakas	Member/ UFT	
Donna Groeneveld	Member/ UFT	
Sun Hee Kim	Member/ UFT	
Elizabeth Yarmy	Member/ UFT	
Georgia Bournias	Member/ Parent	
Frieda Christofides	Member/ Parent	
Dina Ingram	Member/ Parent	
Ann Marie Figueira	Member/ Parent	
Susan Yagerman	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, all students will demonstrate progress towards meeting Common Core State Standards in English Language Arts, with a focus on our English Language Learners and Students with Disability subgroups, as demonstrated by an increase of our students performing at a level 2 or higher on the New York State ELA examination, increasing from 84% to 88%, an increase of 4%.

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.

During the 2012 school year, we had an overall average of 92% attaining a L2 or higher on the NYS ELA examination. In 2013, we saw a decrease in the students attaining a L2 or higher, with only 84% achieving at this level. Of the 172 students who attained a L1 in 2013, 105 students were English Language Learners, Students with Disabilities, or both. This school year, we have 156 students at a L1 for the 2013 ELA examination; 76 of the students identified at a L1 are Students with Disabilities and 31 are English Language Learners.

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. Our school's inquiry team is currently focusing on building a shared understanding of rigor and what it means across all classrooms. They are looking at the data from the NYS Common Core 2013 exams, the CCLS pre-assessments for ELA, Math, Science, and Social Studies, as well as student work products. Teachers in the Inquiry Team meet after school and are the Common Planning leads that meet for the 25th period during the school day. Common Planning has been programmed as the 25th teaching period for more than 30 teachers. The common planning time is devoted to the revision of department units of study, the alignment of all curriculum and unit plans to the CCLS, and standards based assessments and tasks that will allow teachers to assess students' understanding of standards and identify skills in need of additional support. Our ESL teacher works with ELA teachers during planning periods and department professional development to ensure consistency between the ESL periods for our ELL students and their ELA class periods. For our SWD students, special education licensed teachers are working with the content teachers during common planning time and department professional development to provide insight into appropriate supports and scaffolds that can be used to support those students with IEPs.
2. Our focus for professional development this year is around the Danielson Rubric as well as continued support for CCLS across content areas. ELA teachers have also been attending professional development provided from the city on Expeditionary Learning, as well as offerings provided by our network to support curriculum planning and implementation. Our Science and Social Studies teachers have also been attending training provided from the city on CCLS implementation. Teachers who attend training provide "turn-key" training to those teachers who cannot attend professional development outside the school building.
3. Our ESL program for our ELL students consists of four stand-alone periods for all ELL students, and then an additional four periods of ESL for our beginner and intermediate ELL students. It is our belief that if students have their ESL services provided in addition to their 8 periods of ELA, this will provide the additional time and support to assist our ELL students in showing growth on the CCLS standards. We implemented this model last school year and found it to be beneficial in support of the ELA program; we continued it this year.
4. We will have a Saturday program, which will begin in late January and run for 10 weeks, where students will be using Achieve 3000. Achieve 3000 is a computer based program which allows for students' reading levels to be assessed and then provides reading material at the appropriate level. We will also use a curriculum that is focused on vocabulary and reading/writing using both fiction and non-fiction text in order to support our 67 ELL students in meeting the CCLS standards, as well as demonstrating growth in their reading and writing skills. A media/film component will be utilized for approximately 12 hours during the Saturday program, to supplement the curriculum and support students in their work.
5. We will also have an after school or Saturday ELA program for students who attained a L1 or a L2 on Mondays. The program will run from late January until March and focus on the skills essential to support success on the NYS tests in April.

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

1. Our Inquiry Team is an after school group that meets once a week with team members that represent the various content areas and an Assistant Principal as the facilitator. Common Planning as a 25th period has been established for all ELA teachers, as well as some Social Studies and Science teachers.
2. Professional Development will be planned by the Cabinet along with staff members who are attending outside professional development to provide professional development for all teachers and support staff. Teachers meet once a week for Danielson Professional development; groups have been determined beginning in

December, based on observation data and teacher input on their own identified needs.

3. Our ESL teacher/coordinator attends outside training when necessary to support curriculum development and support content staff who teach ESL students.
4. Teachers, who will be using Achieve 3000 for the first time this year, will receive professional development. Teachers, who have used the program before, will receive advanced training based on their own needs.
5. For the ELA support program, a posting has been created for the teachers needed to run the program.

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

1. Inquiry team and Common Planning teams will consistently monitor student work to assess curriculum and identify progress towards our school wide goals. Inquiry team will use student work products, including performances tasks, entrance and exit tickets, as well as department assessments as measures of progress. Common Planning teams will use data from student work products, as well as student pre and post assessments to determine needs for revision, as well as identify skills that need continued support for classes and across grades.
2. Observations will be used to identify continuing needs for our teachers, as well as measure the effectiveness of Professional Development provided throughout the school year. Target dates for the observations have been established by the Cabinet and are monitored during the year at weekly Cabinet meetings.
3. ESL students will be monitored by the ESL teacher and content teachers throughout the year, through the use of ELA department assessments.
4. Teachers will be looking at data from Achieve, as well as performance series and the CCLS NYC post assessment to determine effectiveness of not only the Saturday program, but the ESL curriculum as a whole.
5. The performance of students on the NYS ELA test will be used to determine the effectiveness of the ELA support program.

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

1. Our Inquiry Team was formulated in November and will run through March. Common Planning runs the entire school year.
2. Danielson Professional Development will run the entire school year. Teacher groups, based on the observation data and survey will begin in December, with group changes made as needed, based on the data.
3. Our ESL classes run the entire school year, as they are programmed in the summer.
4. Our Saturday ESL program will begin in January and run for 10 weeks, ending by the first week in April.
5. Our after-school or Saturday ELA support program for our L1 and L2 students will run from late January and run until March.

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

1. The Inquiry Team meets after school and Common Planning is the 25th teaching period for over 30 teachers. All teachers, with the exception of 4, meet for Common Planning every Thursday, during 37 ½ minutes.
2. An SBO was done last school year for the use of Wednesday 37 ½ minutes as additional time to support Danielson professional development.
3. ESL is programmed four periods a week for one class in each grade. The additional four periods of ESL needed for our beginners are provided when other students are attending their elective.
4. We will use Title III funds to support our Saturday program.
5. We will use money provided by the city to support an after-school or Saturday program targeted at our L1 and L2 students for ELA on Mondays.

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).

- **Increased opportunities for parents to learn about school based programs and the CCLS across the content areas (examples of this include: Back to School Night, Open School Week, and Family Literacy Night in January).**
- **Utilization of school wide calendar that is sent home monthly to keep parents informed of school events. School Messenger is utilized as a tool to remind parents of events as well.**
- **Implementation of the Carr News, a parent newsletter from the principal to be distributed every two months.**
- **The Bulldog Bugle, our school newspaper that is created by students with information to share with families.**
- **Utilization of Pupil Path, an online gradebook and internet resource for monitoring student progress; access for all school staff, parents, and students.**
- **Translate all critical documents and provide interpretation during meetings and events as needed. We will be holding extended parent-teacher conferences during the month of January for the parents of students who attained a L1 or a L2 on their ELA exam, with a focus on those who did not attend Parent-Teacher conferences in November.**
- **On Saturdays, we will have parent classes that run congruently with our Saturday ESL academy to support parents and families in helping their children at home and for College and Career Readiness.**

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											

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 towards meeting Common Core State Standards in mathematics, with a focus on our English Language Learners and Students with Disabilities subgroups, as demonstrated by an increase of our students performing at a level 2 or higher on the NYS mathematics examination, from 83% to 87%, an increase of 4%.

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.
For the 2012 school year, our school had 97% of students attaining a L2 or higher. In 2013, we had a total of 83% of students attaining a L2 or higher. Of the 181 total students at a L1 for the NYS mathematics exam, 37 of the students are English Language Learners and 64 of the students are Students with Disabilities. This current school year, we have a total of 161 students at a L1; 28 of who are designated English Language Learners and 69 are Students with Disabilities.

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.
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A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none">1. Our school's inquiry team is currently focusing on building a shared understanding of rigor and what it means across all classrooms. They are looking at the data from the NYS Common Core 2013 exams, the CCLS pre-assessments for ELA, Math, Science, and Social Studies, as well as student work products. Teachers in the Inquiry Team meet after school and are the Common Planning leads that meet for the 25th period during the school day. Common Planning has been programmed as the 25th teaching period for more than 30 teachers. The common planning time is devoted to the revision of department units of study, the alignment of all curriculum and unit plans to the CCLS, and standards based assessments and tasks that will allow teachers to assess students' understanding of standards and identify skills in need of additional support. Our ESL teacher works with ELA teachers during planning periods and department professional development to ensure consistency between the ESL periods for our ELL students and their ELA class periods. For our SWD students, special education licensed teachers are working with the content teachers during common planning time and department professional development to provide insight into appropriate supports and scaffolds that can be used to support those students with IEPs.2. Our focus for professional development this year is around the Danielson Rubric as well as continued support for CCLS across content areas. Teachers have been attending training for CMP3 that has been offered by the city, as well as training for mathematics content and curriculum support that is offered by our support network, CFN# 609. Training that teachers receive is brought back to the school and shared with other teachers who could not attend the training.3. At the end of the school year in 2013, along with feedback from teachers and SLT, the school agreed to fully opt-in to CMP3 for mathematics. Based on the review of our own curriculum and understanding that this resource would provide students with online and text resources. This year, during Common Planning, teachers are looking at the units of study for the previous school year, the data from our students this school year, and the CMP3 curriculum to understand the best implementation for the program to meet the needs of our student population. CMP3 is also available in Spanish, so our ELL students whose native language is Spanish have the ability to receive information in their home language.4. Extended day is being utilized to target all of our students who attained between a L1 through a L2.5 on the NYS mathematics and ELA examination. Additionally, we will be offering an after school or Saturday math support program for students who attained a L1 or a L2 on their NYS mathematics test last school year.5. For additional support for math learners two of our 12-1-1 teachers received a grant to incorporate Reflex, an on-line learning program. Additionally, the math department and all students will have access to an online program called Learn Bop. The focus of Learn Bop is to support students in the basic skills they will need to be successful in mathematics by providing guided lessons and resources based on the CCLS.
B. Key personnel and other resources used to implement each strategy/activity

1. Our Inquiry Team is an after school group that meets once a week and team members represent the various content areas. Our Common Planning Teams are comprised of our ELA and math teachers, as well as representation from our Science and Social Studies departments. Teachers meet across departments as well as within department to support curriculum revisions and discuss student progress.
2. Professional Development will be planned by the Cabinet along with staff members who are attending outside professional development to provide professional development for all teachers and support staff. Teachers meet once a week for Danielson Professional development; groups have been determined beginning in December, based on observation data and teacher input on their own identified needs.
3. All math teachers have been provided training for CMP3, either outside the building or through “turn-key” training inside the building.
4. All teachers have extended day classes with their own students so they can effectively target their needs during this time. A posting has been created to secure staff needed to run the math support program.
5. Two Special Education teachers will be using the Reflex program; an online math program for additional student support. The entire math department will receive training on Learn Bop during after school professional development time.

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

1. Inquiry team and Common Planning teams will consistently monitor student work to assess curriculum and identify progress towards our school wide goals. Inquiry team will use student work products, including performances tasks, entrance and exit tickets, as well as department assessments as measures of progress. Common Planning teams will use data from student work products, as well as student pre and post assessments to determine needs for revision, as well as identify skills that need continued support for classes and across grades.
2. Observations will be used to identify continuing needs for our teachers, as well as measure the effectiveness of Professional Development provided throughout the school year. Target dates for the observations have been established by the Cabinet and are monitored during the year at weekly Cabinet meetings.
3. Performance Series was utilized as a baseline for all students this year for mathematics. The Benchmarks in the fall and spring, provided as an option from NYC will be utilized to assess student progress, as well as effectiveness of the CMP3 mathematics program.
4. Student work products, as well as student performance as measured by their report card grades and performance on the NYS mathematics test will be utilized to measure progress of our students.
5. The effectiveness of both programs will be measured by student performance on the NYS mathematics test.

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

1. Our Inquiry Team was formulated in November and will run through March. Common Planning runs the entire school year.
2. Danielson Professional Development will run the entire school year. Teacher groups, based on the observation data and survey will begin in December, with group changes made as needed, based on the data.
3. CMP3 has been implemented beginning in September.
4. Extended day began in September. The math support program will begin in late January and run until March.
5. The Reflex program was implemented in September by the two teachers who secured the grant. Learn Bop will be available for student use beginning in January.

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

1. The Inquiry Team meets after school and Common Planning is the 25th teaching period for over 30 teachers. All teachers, with the exception of 4, meet for Common Planning every Thursday, during 37 ½ minutes.
2. An SBO was done last school year for the use of Wednesday 37 ½ minutes as additional time to support Danielson professional development.
3. We fully “opted-in” to the CMP3 program, so all resources for all teachers have been supplied by the city.
4. We will use money provided by the city to support an after-school program targeted at our L1 and L2 students for Math on Tuesdays. This program will begin in late January and run through March.
5. The Reflex program was secured with a grant attained by the two teachers; Learn Bop was attained for free. Both resources are online and require use of computers.

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).

- **Increased opportunities for parents to learn about school based programs and the CCLS across the content areas (examples of this include: Back to School Night, Open School Week, and Family Literacy Night in January).**
- **Utilization of school wide calendar that is sent home monthly to keep parents informed of school events. School Messenger is utilized as a tool to remind parents of events as well.**
- **Implementation of the Carr News, a parent newsletter from the principal to be distributed every two months.**
- **The Bulldog Bugle, our school newspaper that is created by students with information to share with families.**

- Utilization of Pupil Path, an online gradebook and internet resource for monitoring student progress; access for all school staff, parents, and students.
- Translate all critical documents and provide interpretation during meetings and events as needed. We will be holding extended parent-teacher conferences during the month of January for the parents of students who attained a L1 or a L2 on their ELA exam, with a focus on those who did not attend Parent-Teacher conferences in November.

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, engagement among school staff, students, parents, and community organizations will improve, as evidenced by an increase of 0.7 points on the 2013-2014 Learning Environment Survey.

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.

During the 2012-2013 school year, we focused on the improvement of communication. Based on our efforts, the score attained on the Learning Environment Survey, specific to communication, increased from 6.0 to 7.4 out of a possible 10 points. This year, through SLT, we identified the need to focus on engagement, as this area had the smallest increase based on review of the Learning Environment Survey. In 2012, our school attained 6.2 points out of a possible 10 points, and in 2013, our school attained 6.8 points out of a possible 10 points, an increase of 0.6

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. In order to support engagement among all constituents this year, we are looking at supporting all members in understanding the curriculum within our school. We will be implementing the Carr News, a newsletter to parents about what is happening within the school and in the departments. Our focus this year has been to ensure that all teachers are using Pupil Path to keep parents and students informed about progress in the classroom. This year, Pupil Path will send "push-notifications" to all members who agree to this service, which will allow users to receive notification on their smart devices when information is updated.
2. We are continuing our practice with using a school calendar that is not only available online through Pupil Path, but a hard copy version that is back packed home with students. We use our school messenger system to send home voice messages to inform parents about student attendance, as well as upcoming events within the school community. This year we will implement text messaging through school messenger for those parents that wish to participate in this service.
3. We will be using the funds provided by the city to hold extended parent teacher conferences in January, for those families whose child received either a L1 or a L2 on the state assessments.
4. We will look to increase opportunities for parents and families to engage in our school community. This year, we will be implementing a family literacy night and a family game night. As a way to engage more families, we will be having both events following a PTA meeting for both months.
5. Student council will continue this year. Student council has monthly meetings on the grade level and then monthly meetings with the Principal to discuss concerns and ways to address them as a school.

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

1. The entire staff is working on incorporating Pupil Path as a more effective means to communicate and engage parents.
2. Our Parent Coordinator continually makes phone calls and sends mass emails to parents, as a means to support documents that have been back-packed home and ensure information is being received by parents. School messenger is continually utilized by the deans and administrative staff as a way to send mass messages to keep parents informed and engaged.
3. Our Parent Coordinator has set up extended time conferences, based on the list of students attaining a L1 and L2 on the state assessments; families will be provided with an appointment to attend, to ensure maximizing of the time when they can meet with staff.

4. Both events will require the support of the PTA and staff who will be volunteering to participate in the events.
5. Student council representatives are voted on in homeroom classes. There are 13-26 student members per grade and three teachers who are student council facilitators.

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

1. Administration monitors the use of Pupil Path as a means to ensure it is being utilized. Training was offered for Pupil Path at the beginning of the school year, for any teachers who were using it for the first time or needed additional support.
2. We offered surveys created on Survey Monkey to parents and students this year to identify areas of continued concern. Based on this data we will be able to monitor our progress on engagement and make adjustments as necessary. Surveys were sent out through Pupil Path in November.
3. The extended parent-teacher conferences will be held in January; effectiveness will be measured based on attendance.
4. Increased attendance at the PTA meetings in January and February will serve as indicators to the effectiveness of the events.
5. Student Council will meet bi-weekly for the grade and once a month with Principal to continually engage students in conversation about the school.

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

1. Pupil Path has been used the entire school year. Password invitations to connect on Pupil Path were backpacked in October and continued support from staff and parent coordinator to ensure parents connection to pupil path is ongoing.
2. Surveys were sent through Pupil Path to parents and students in November. Data is being collected and analyzed in December and will be shared with all members of the school community during December and January.
3. Extended conferences will be held over three weeks in January.
4. Activities for parents to engage within the school will run throughout the year. The two new events will be held in January and February.
5. Student council began in October and will run throughout the school year.

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

1. Pupil Path was purchased using Tax Levy Funds, as well as parent involvement money this school year. The PTA executive board was asked for their support in utilizing the Parent Involvement money for Pupil Path.
2. Survey Monkey was utilized to create the surveys and Pupil Path was utilized to email the link.
3. Posting for teachers and staff was used to attain the staff necessary for extended parent-teacher conferences.
4. Staff volunteers and parent volunteers to support the events that occur at the school.
5. The three teachers who are facilitators for student council work a circular 6 position for this in lieu of a homeroom.

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).

- **Increased opportunities for parents to learn about school based programs and the CCLS across the content areas (examples of this include: Back to School Night, Open School Week, and Family Literacy Night in January).**
- **Utilization of school wide calendar that is sent home monthly to keep parents informed of school events. School Messenger is utilized as a tool to remind parents of events as well.**
- **Implementation of the Carr News, a parent newsletter from the principal to be distributed every two months.**
- **The Bulldog Bugle, our school newspaper that is created by students with information to share with families.**
- **Utilization of Pupil Path, an online gradebook and internet resource for monitoring student progress; access for all school staff, parents, and students.**
- **Translate all critical documents and provide interpretation during meetings and events as needed. We will be holding extended parent-teacher conferences during the month of January for the parents of students who attained a L1 or a L2 on their ELA exam, with a focus on those who did not attend Parent-Teacher conferences in November.**

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

X Parent Involvement Money

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.

By June 2014, we will increase the level of safety and respect in the building through increasing engagement among the staff, students, parents, and entire school community, as evidenced by an increase in the Learning Environment Survey from 7.3 to 8.0.

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.

Based on the 2012 Learning Environment Survey, we attained 6.8 points out of 10 points in the specific area of Safety and Respect. For the 2013 school year, we scored 7.3 points out of a possible 10 points, an increase of 0.8 points.

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. PPT teams for each grade meet at least twice a month to identify and discuss needs and trends for students within grade. When there is concern for a specific student, parents are invited to meet with the grade team to discuss the student's academic and behavioral progress within the school.
2. Grade level deans develop positive reinforcement activities throughout the year. Deans work closely with Guidance Counselors as a way to support students who may be struggling not only behaviorally, but emotionally as well.
3. A school wide initiative of the use of the word GRIT with each letter representing a character trait -- genuine resilient independent and tolerant -- was launched in November and is supported with attire designed by staff and made available to the school community in support of the concept and community.
4. Sports teams and academic teams are continually being implemented, as an effort to support students not only academically, but emotionally and socially. We also believe that in having multiple teams available to students, school spirit will be improved.

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

1. Deans, Guidance Counselors, and Assistant Principals meet at least twice a month to discuss student progress within a grade. The school team meets at least twice a month to discuss school wide data and student supports. The SBST team meets with the large group once a month. Data from OORS, ARIS, and other sources analyzed monthly to identify areas for support and students who require additional support.
2. Deans and Guidance Counselors work closely together to ensure student support throughout the year, along with the grade Assistant Principal.
3. All staff is aware of the GRIT initiative and integral in the implementation. Auditorium periods were utilized by the Principal to address students and introduce GRIT awards. The GRIT initiative was shared with the staff during staff conference time.
4. The PTA has supported several of the after school teams this school year. Coaches and facilitators are chosen based on postings.

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

1. Monthly analysis of the OORS, ARIS, and other assessment data at whole group PPT to evaluate yearly progress for incidents and student progress. Data from the student and parent surveys is shared in order to identify needs and evaluate effectiveness of programs.
2. OORS data is evaluated monthly to identify if anti-bullying programs are effective in reducing student incidents.
3. Continued focus on GRIT is evaluated through student council meetings and feedback from student survey. Continued evaluation of student performance on report cards is monitored during cabinet meetings to monitor GRIT initiative, along with OORS data during PPT meetings.
4. Student council will be resource for identifying other teams and clubs or activities that students may be interested in. Attendance data will be monitored as means to assess if before and after-school activities are increasing student desire to be in school; thereby evidencing school spirit and participation.

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

1. PPT meets on grade level and school wide on a regular basis since September and continue throughout the school year.
2. Activities that include competition for Spirit Points launched in October and are regularly updated with activities throughout the school year. Spirit competitions will culminate in June.
3. GRIT was introduced in October and will continue throughout the school year. Monthly awards are given to students based on teacher nominations.
4. Teams and clubs begin between October and November and will run for 4-6 months, depending on the activity and available funding.

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

1. PPT meetings for whole school are scheduled on Wednesdays, period 7, to ensure all members can attend.
2. Spirit competitions are run by the grade level deans and supported by homeroom teachers and student council. Email, morning announcements, and phone

messenger is utilized to support communication.

- The school purchased GRIT items through student funds, with the intended purpose for raising money to support students who are in need within our community, anti-bullying projects, and other charities chosen by the students.
- The PTA was integral in supporting the school with funds to pay staff per session to facilitate teams, activities, and clubs throughout the school year.

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).

- Increased opportunities for parents to learn about school based programs and the CCLS across the content areas (examples of this include: Back to School Night, Open School Week, and Family Literacy Night in January).
- Utilization of school wide calendar that is sent home monthly to keep parents informed of school events. School Messenger is utilized as a tool to remind parents of events as well.
- Implementation of the Carr News, a parent newsletter from the principal to be distributed every two months.
- The Bulldog Bugle, our school newspaper that is created by students with information to share with families.
- Utilization of Pupil Path, an online gradebook and internet resource for monitoring student progress; access for all school staff, parents, and students.
- Translate all critical documents and provide interpretation during meetings and events as needed. We will be holding extended parent-teacher conferences during the month of January for the parents of students who attained a L1 or a L2 on their ELA exam, with a focus on those who did not attend Parent-Teacher conferences in November.
- Partnering with the PTA to provide pertinent information to our school community about safety within our neighborhood and inside our schools. For the November PTA, we had Jeff Yalden, our speaker for our Anti-Bullying day, meet with parents about ways to support their children at home. For the December PTA, the 109th precinct and the network point person for school safety will speak to the PTA.

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

X PTA grant

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.

By June 2014, we will demonstrate progress toward implementing the new teacher evaluation system by developing a differentiated professional development plan around the Danielson Framework and by using data from observations and surveys to support teacher development through formative observation reports and effective administrative feedback as evidenced by at least 75% of teachers showing improvement across the observation reports.

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.

During the 2012-2013 school years, based on the data collected from observation reports, it was identified that teachers needed continued support in understanding the Danielson domains and competencies, with specific regard to lesson planning, questioning, and engagement. Based on the feedback provided from the previous Quality Review, our school needed to improve consistency of teaching strategies and instructional decisions, to provide purposeful entry points and challenge students to maximize engagement. Our school also needs to focus on the alignment of assessment practices to key standards as a means to better assess and address the needs of students, as an ongoing practice, throughout 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.

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

- The professional development plan for our school year was created with the data cited above in mind as well as the student data from the 2013 state assessments.

Our school provides monthly staff conferences that align to the Danielson domains, along with department professional development that aligns to Danielson and the CCLS. This school year, we are utilizing Wednesday 37 ½ minutes, as per an SBO vote to provide additional time for professional development aligned to Danielson and support teacher understanding of the rubric and evaluation system to enhance their pedagogy. In October, teachers were provided an opportunity to take a survey to not only identify PD they wanted to participate in for Election day, but to also self-reflect and assess themselves within the 22 competencies of the Danielson rubric. This data, along with the data from the first round of observations, has been used to create differentiated groups and differentiated professional development for Wednesdays; this began in December. This data will also be utilized to guide professional development for departments and school throughout the year.

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

1. All staff participates in Danielson training, with the exception of the four teachers who work a comp-time position. The network talent coach has been working with the cabinet as a means to support understanding of the Danielson rubric, as well as how to provide effective and timely feedback to all teachers following observations. The cabinet meets weekly as a means to ensure clear communication and understanding of the Danielson rubric; this allows for a shared understanding of collecting evidence and providing of feedback to teachers.

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

1. Following the completion of informal observations in November, the cabinet met to discuss the data in Teach Boost and advance. Teachers were split into four groups, based on the data from the observations, along with a self- assessment teachers completed through a survey in October. Groups of teachers will be able to receive a more targeted professional development based on these groups during Wednesday professional development. Department professional development will continue on a monthly basis as a means to support CCLS understanding and instructional shifts throughout all departments. The cabinet will monitor teacher pedagogy and growth through observations; Common Planning and Inquiry Teams will continue to monitor department and grade level needs.

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

1. The first informal observations for teachers were completed by November 2013, with all initial feedback provided in an email within one week of the observation. The hard copy of the observation is provided to teachers within one month of the observation date. The formal observations will be completed by the end of January, and the remainder of the informal observations will be completed between February and May.

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

1. SBO vote to allow for the use of 37 ½ minutes for additional professional development time. Teach Boost and Advance will be used to support observations and the timely feedback for teachers, as well as a data resource to identify needs and trends for professional development. The cabinet will establish calendars and continually monitor progress of observations as a means to ensure deadlines are met and feedback is provided in an effective manner.

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).

Not Applicable

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

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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	Enrichment programs and targeted skills based support	Small Group	Extended Day/After-School
Mathematics	Targeted skills based support	Small Group	Extended Day/After-School
Science	Enrichment programs and targeted skills based support	Small Group	Extended Day
Social Studies	Enrichment programs and targeted skills based support	Small Group	Extended Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social Groups facilitated by our Guidance Counselors	Small Group	During the School Day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- 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 194
School Name William Carr		

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 Jennifer Miller	Assistant Principal Maureen Robins
Coach type here	Coach type here
ESL Teacher Ana Nyarady	Guidance Counselor Maria Sampedro, Diane Ventura
Teacher/Subject Area Alex Cho	Parent type here
Teacher/Subject Area type here	Parent Coordinator Anne Lippert
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1046	Total number of ELLs	67	ELLs as share of total student population (%)	6.41%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class							10	13	25					48
Pull-out							9	6	4					19
Total	0	0	0	0	0	0	19	19	29	0	0	0	0	67

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	67	Newcomers (ELLs receiving service 0-3 years)	41	ELL Students with Disabilities	7
SIFE	4	ELLs receiving service 4-6 years	19	Long-Term (completed 6+ years)	7

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	41	4	1	19	0	5	7	0	1	67
Total	41	4	1	19	0	5	7	0	1	67

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7	10	8					25
Chinese							5	10	13					28
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean							1		2					3
Punjabi														0
Polish														0
Albanian									1					1
Other							3	1	5					9
TOTAL	0	0	0	0	0	0	17	21	29	0	0	0	0	67

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)							3	3	16					22

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)							4	1	5					10
Advanced (A)							12	15	8					35
Total	0	0	0	0	0	0	19	19	29	0	0	0	0	67

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							6						
	P							5						
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	10	14	1		25
7	9	6	0	1	16
8	13	5			18
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6		8		6		2		1	17
7		10		4		2		2	18
8		11		5		5			21
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.
JHS 194 uses the following assessments: teacher-made unit-based pre, mid, and post assessments, city-wide mosels, Scantron Performance Assessments, and Achieve 3000 (Literacy and Science)
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The chart reveals that grade 8 English Language Learners are skewed toward the beginners whereas grades 7 and 6 are heavily weighted toward the advanced learner. In addition the numbers reveal that about half of our ESL population resides in the eighth grade.
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 [AMAQ tool](#))
The 2013 NYSESLAT combined modality sets analysis breakdown has not been released by SED as of 12/6/13.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Students are offered tests in their native language but often have already attained a higher level of literacy in English than in the native language. Students are regularly assessed to monitor growth in both language and content acquisition.
 - b. While school leadership and teachers do not implement the ELL periodic assessments provided by NYC, we implement the Scantron Performance Series to bench mark learners achievements at the start of the school year. We also use Achieve 3000 to consistently monitor students growth in reading, writing, vocabulary acquisition, and fluency. Teachers monitor and regularly assess students for listening and speaking in classroom discussion and cooperative learning activities.
 - c. School does not administer Periodic Assessment.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Content instruction is differentiated by presenting materials in different modalities so that academic language and tier III discipline specific words can be acquired. Data used to assist targeted instruction include Achieve 3000 which has been expanded for use in social studies as well as ELA; we have also purchased science Achieve 3000 for our English Language learners to expand their acquisition of science content and vocabulary. Both of these programs offer consistent and detailed data regarding skill needs and student growth.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
According to the 2012-2013 school report card, 50.7 percent of our ELLs were in the 75th growth percentile or higher in English Language Arts and 38.7 percent in math.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. When parents register their students who might be English Language Learners, a trained pedagogue conducts an informal interview in English and administers the HLIS. If it is determined that the interview needs to be conducted in a language other than English the supervisor contacts a translator who conducts the interview in the native language. A licensed English as a Second Language pedagogue administers the assessments such as the LAB-R. For Spanish speakers that score eligible on the LAB-R, the Spanish Lab-R is administered. Once it is determined that the student is eligible for services, parents are provided with the ELL Brochure and then is offered an opportunity to view the parent choice video. Parents are aware of the program options available to them at the time of registration. ELL students are evaluated in the spring during the NYSESLAT testing period. They are tested as per proficiency level and tested by grade.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Parents are advised during initial intake that we currently we only have a Free Standing ESL program at our school. They informed that the other programs are dependent on the number of Language Learners that we have that speak the same language and that once we reach those numbers a program may become available. They are also informed that if they feel strongly about their choice and would like to have their child in the chosen program, we can provide them with a list of schools that offer such program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Entitlement letters are given to the students to bring home to parents. The ESL teacher follows up with a phone call and invites the parents to view the Orientation video. At that time, the parent is presented with the Program Selection form and it is then filled out. The ESL teacher files the Parent Selection forms and maintains these records.
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.

Students are place in a Freestanding ESL program by grade. They are in a class with other language learners who receive instruction by the ESL teacher four to eight times a week depending on the student's level.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The students are divided into grades to take the test. Students with IEPs have the test administered in accordance with their IEPs. Testing is done in three days with each modality administered on one of the days.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After viewing the Orientation video and discussing options with the ESL teacer, 100 percent of parents opt for the Freestanding ESL as their first choice. There are no other programs currently offered at JHS 194 and the program is in alignment with parent choice.

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])?

Departmentalized.

English Language Learners (Beginners, Intermediates, and Advanced) follow a departmentalized schedule and receive instruction from licensed content specialists who often are fluent in a second language. ESL strategies are infused throughout content instruction and teacher work to facilitate the acquisition of academic vocabulary by partnering those words with student friendly language.

English Language Learners participate in a free-standing ESL program. Beginner and Intermediate English Language Learners are integrated into one class with general education learners that move together as a group across major subject areas (math, ELA, Science, and Social Studies). This class received four periods of instruction from an ESL teacher. Beginners and Intermediates are pulled out for an additional four periods. So, in addition for the 8 periods with an ESL teacher, these students receive a full eight periods of ELA instruction. Advanced ELLs are placed in classes appropriate to their learning needs. ELLs who excel in math were placed in a math honors class. All English Language Learners are able to participate in at least one period of an elective from Fine and Performing Arts which includes a choice of dance, drama, video, public speaking, music, or art.)

Instruction is offered in multiple modalities. Visual supports are often accompanies to support delivery of instruction. Smartboard computers allow the use of film and film clips; power point presentations which offer combined audio, visual and multilingual support; graphic organizers; exit tickets designed to encourage English Language Learners to express their learning and offer an ability for the teacher to continually assess learning and to build in systems where students may begin to assess themselves; checklists that have appropriate examples and models to support learners and their needs as expressed by the data. A school-wide emphasis on vocabulary instruction encourages all teachers to partner student-friendly vocabulary with academic vocabulary in oral and written language. In addition, this same focus of partnering student friendly language with

academic language is being infused into feedback loop with the use of explicit verbal feedback from students to students and from teacher to student as well as newly designed school-wide rubrics.

Pull-out

Advanced students are pulled out in groups four times a week by the ESL teacher. The pull out groups are designed to support the Advanced level ELLs by providing scaffolded access to the complex text common core demands while offering essential skills that students need to be successful in reading non fiction text across disciplines. One example might be viewing a brief video to support the building of background knowledge and practice note-taking skills. Reinforcing the ELA curriculum allows ELLs to revisit text through the lens of language acquisition, focusing specifically on word meaning and function.

The integrated ELL class is also supported by the program Achieve 3000 and technology such as laptops and i-pads to support.

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)?

Beginner and Intermediate ELLs receive 360 minutes and Advanced students receive 180 minutes of instruction as per the New York State mandates.

English Language Learners receives eight (8) periods a week of English Language Arts from an ELA teacher and eight (8) additional periods with the ESL specialist. Advanced Students are pulled out for four periods of week in exchange for an elective period or another non academic subject.

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.

Students are immersed in the English language as the program we offer is a free-standing ESL program. Immersion enables our students to accelerate English language acquisition and academic vocabulary in the content areas. Teachers strive to offer multiple entry points and incorporate practices of Universal Design for Living in their unit plans and curriculum. All ELA units are common core -aligned and math employs the CMP3 program.

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

Students have access to native language state assessments

Student glossaries and dictionaries are available

Students may be partnered with a student fluent in the same language but more able in speaking English

Students have multiple opportunities to write sustained pieces and receive immediate instruction and constructive feedback

Students engage in multiple conferring opportunities with ESL teacher and with teachers who speak a second language fluently.

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

Students are evaluated through classroom questioning and discussion (Danielson 3D) for listening and speaking. Students are assessed every unit across the content areas with pre, mid, and post assessments. Student reading and math levels are benchmarked by October 31 and will be reassessed in May. Supporting the assessment of student growth in reading and writing is the initial assessment on Achieve 3000 and the monitoring of the percentage correct on the multiple choice questions and writing responses of the daily articles. Consistent use of entrance and exit tickets are embedded in daily instruction.

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).

Discussion as it relates to questioning and discussion (Danielson 3B) and student engagement (Danielson 3C) is a focus for all groups. Daily instruction incorporate the use of ipads, as well as the Achieve 3000 online reading program. Achieve 3000 differentiates non fiction reading material to match the independent level of each learner. All levels of language learners are strongly encouraged to participate in our Saturday Academy, a program designed to develop language while fostering a sense a community within the ELL population.

For SIFEs, teachers address, through continual formative assessment and small group instruction, gaps that surface in assessments.

Newcomers and Beginners are also provided with the tools necessary to develop language: glossaries, hand-made individualized reference guides, and picture dictionaries. They receive small group instruction and are offered a partner who, during non instructional periods, translate and assist in creating social bonds. Additional technology supports include use of ipads in daily.

Intermediate learners engage with the same complex text with appropriate supports such as exploration of word families, visual or technological scaffolds, and graphic organizers. Teachers target small group instruction as indicated by item-skills analysis on the new York State English Language Arts Exam and the most current NYSESLAT.

Advanced learners receive instruction that focuses on reading, writing, and speaking fluency as well as high level vocabulary acquisition.

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?

Strategies implemented across the disciplines include: use of paraphrasing, partner talk, think-pair-share, wait-time in questioning, reading and rereading activities, use of visuals and visual partnered with voice overs and captions. Additional instructional strategies include close reading, analysis of academic vocabulary and concept words, exploration of nuances and functions of vocabulary. In grade level/ cross-discipline curriculum planning, teachers are working to develop a common language to support connection between subject areas notably in vocabulary and concept words. For example, teachers are beginning to implement connection for concept words such as "claim" which in science might appear as "hypothesis." Teachers have been planning lessons to include multiple entry points including use of video, readalouds, shared reading, and partnering student-friendly language with academic vocabulary.. Strategies offered through the Achieve program and in the Expeditionary Learning manuals support teachers of ELL-SWDs.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All subject areas plan collaboratively and aim to implement rigorous common texts geared to challenge student thinking, provide them with practice to engage with complex text and develop perseverance. A school wide initiative to develop "grit" in students was launched this year to support students to take on challenges even though, at first, they might not succeed. There is an increasing shared conversation from the arts and elective teachers to their academic counterparts to support multiple entry points, active learning, and increase speaking and listening opportunities. ELL-SWD students are integrated into the school's general program in health and physical education periods. Content-based teachers scheduled to instruct the ICT classes have either a bilingual extension or an ESL license. In addition, several teachers are fluent in second language of Spanish, Korean, Chinese, and Greek, the predominant languages of our ELLs.

Courses Taught in Languages Other than English

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

Math:	0		0	0
Science:	0		0	0

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

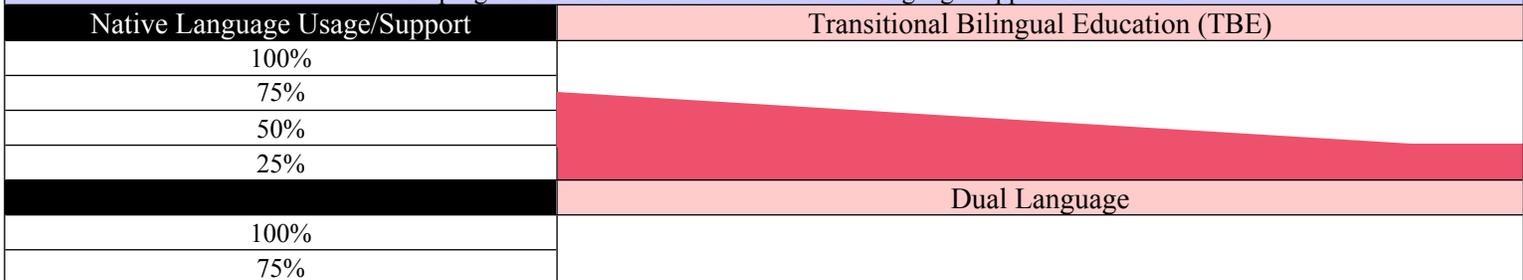
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.

The range of intervention services include our extended day program, Saturday Academy, use of Achieve, SETSS, in-school homework assistance during the school day to all students and homogenous instructional groups within aste response to question here:

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

We are seeing that we are successful in guiding our ELLs to proficiency from the data in our NYSESLAT scores and proficiency in the modalities. Eight out of eighteen students reached proficiency in listening where as our of those same 18, 11 students reached proficiency in reading and 9 reached proficiency in writing. We can assess the effectiveness of our programs by monitoring data on Achieve 3000 and by the high rate of attendance on our Saturday Academy program.

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

Achieve 3000 was implemented for the second half of the year in the school year 2012-2013. Data revealed positive growth in reading, writing, and vocabulary acquisition for our English Language Learners. That program was been expanded and will begin earlier in the year. The program for Science Achieve will be piloted with our English Language Learners and SWDs. In addition, the video elective with seventh grade English Language Learners will pilot a video program with an outside organization.

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

We are not discontinuing any programs.

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

ELLs are afforded equal access to all school programs. All students are invited to enter activities such as the Ezra Jack Keats bookmaking contest, Leggo robotics club, math team, cheerleading and basketball teams. ELLs engage in the rich elective offerings including dance, drama, music, video, public speaking, and art. ELLs are participating in the Jazz at Lincoln Center as well as another arts partnership with City Center and a video arts group coming to work with students.

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

JHS 194 agreed to participate in the city-wide selected ELA and math programs and materials have become available to support our students. In addition, i-pads and lap tops have been made available to the ELL classroom to ensure scaffolding of instruction, differentiation, the ability to engage with Achieve 3000 (literacy and science).

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

N/A

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

Paste response to question here:

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.

Newly enrolled ELL students are partnered with students who are able to translate for them during non academic classroom time and provide homework support. Students may also partake in opportunities for lunch time homework help with a series of rotating teachers throughout the week.

18. What language electives are offered to ELLs?

One language is offered -- Spanish.

19. For schools with dual language programs:

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

N/A

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.

Teachers and administrators participate in a host of professional development across the year. We participate in frequent city-wide offerings from the Office of English Language Learners in addition to the professional development series offered by our network from expert Marianne Cucciara. Regular weekly professional development sessions focus around curriculum planning and the Danielson rubric which is of particular significance (3B, 3C, and 3D) when addressing challenges presented from NYSESLAT data around listening and speaking. Teachers also received professional development from partner organizations such as Achieve 3000 and Leap.

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?

Parents are invited to all school activities during and after school hours such as PTA meetings and parent teacher conferences. The Saturday Academy offers time for parents to engage in sessions on topics such as What is Common Core? and College and Career Readiness. General school assistance is also available. Parents have access to grading and email access to all teachers through an on-line grading program. Translation support is offered to parents who need assistance in navigating the on-line system as well as guidance support. Weekly PPT grade level teams analyse student issues and invite parents, teachers, and students into a conversation about ways to support the student to successful outcomes.

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.

Our program for our ELLs is one of rigor and high expectation. We encourage our ELLs to engage in the same challenging work as all students to foster a sense of common struggle, development of perseverance, and grit. We aim to create a community of ideas and learning and wish to convey that we maintain the same high expectations for every learner and that we offer support to help our students develop emotionally and intellectually.

Part VI: LAP Assurances

School Name: William Carr, JHS 194

School DBN: 25Q194

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Miller	Principal		1/1/01
Maureen Robins	Assistant Principal		1/1/01
Anne Lippert	Parent Coordinator		1/1/01
Ana Nyarady	ESL Teacher		1/1/01
	Parent		1/1/01
Alex Cho/Math	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q194** School Name: **William H. Carr, JHS 194**

Cluster: _____ Network:

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.

JHS 194 analyzes data surfaced through parent surveys, home language data, parent requests, and through experience with parent meetings conducted by the guidance counselors, deans, assistant principals and teachers. We determine, as per Chancellors Regulation A-663, within 30 days of a student's enrollment the primary language spoken by the parents of each student enrolled in the school.

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.

Findings include the range of languages spoken at home for students in our school (The major languages are Spanish, Chinese, Greek, and Korean with an increasing but small population of speakers of Pashtu and Arabic). Findings were shared at staff meetings and in weekly teacher newsletter and in e-mails to the staff, as in the example of the day prior to Parent/Teacher Conferences, about the availability of translations services with the phone number and hours of availability. The Parent Coordinator assists in sharing information to the school community regarding translation services.

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.

JHS 194 employs the Language Services Unit for written and oral services and through in-house school staff members. The school employs school messenger which offers school messages in several languages. During high school night and other evening meetings translators are on hand. The Saturday Academy which offers parent meetings also includes translators who may be in house staff.

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.

JHS 194 employs the Language Services Unit for written and oral services and through in-house school staff members. The school employs school messenger which offers school messages in several languages. During high school night and other evening meetings translators are on hand. The Saturday Academy which offers parent meetings also includes translators who may be in house staff.

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>.

JHS 194 fulfills the the Chancellor's Regulations of A-663 to the fullest extent possible. The school uses the Language and Interpretation Unit of the DOE in addition to in-house school staff for translations services. We employ the phone service School Messenger which can send school messages in specific languages. The principal allocates the funds from Title III translation services and from Translation services to meet the needs of parents who attend school functions, college and career readiness meetings for English Language Learners as part of the Saturday Academy, and all other meetings.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: JHS 194, William Carr	DBN: 25Q194
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Saturday Academy will feature targeted opportunities in Listening and Speaking and Reading and Writing to move students to proficiency on the 2013-2014 NYSESLAT. The Saturday Academy will include ten three hour sessions. The dates are: January 25, February 1, February 8, February 15, March 1, March 8, March 15, March 22, March 29, April 5.

Instructional activities in the program will include:

*a one hour session on Achieve 3000 which includes reading at just right and "stretch" levels; vocabulary acquisition; writing; grammar; writing "off" photographs and other narratives in preparation for the NYSESLAT

*pull out group based on previous NYSESLAT data on Listening and Speaking engaged in the practice of public speaking and debate

*one hour engaged with the Stock Market Game putting into practice math skills and acquiring academic vocabulary

*one hour in video/film making based on the poem, "Where I Am From," with the result of a group show on the last day of the Academy

*students will be grouped by level, not by grade

*groups will rotate for appropriate instruction; time and activity will be planned to meet the needs of attendees

The ESL population at JHS 194 is comprised of 74 students including 4 students who are SIFE.

There are:

21 ESL students in Grade 6

22 ESL students in Grade 7

31 ESL students in Grade 8

Part B: Direct Instruction Supplemental Program Information

1 student has had 8 years of service

6 students have had 7 years of service

10 students from across the grades have had 6 years of service

9 students have had between 4 and 5 years

48 students from across the grades have had between 0 and 3 years of service

subgroups and grade levels of students who have taken the NYSESLAT to be served

Grade 6

1 Beginner

4 Intermediates

12 Advanced

Grade 7

2 Beginners

1 Intermediates

14 Advanced

Grade 8

9 Beginners

5 Intermediates

8 Advanced

Schedule and duration

10 Saturdays for four hours with a starting date of January 25, 2014 and concluding April 5, 2014.

language of instruction

English will be the language of instruction

Part B: Direct Instruction Supplemental Program Information

and types of certified teachers

1 teachers with ESL certification

3 content teacher s(teaching artist/public speaking teacher/ELA)

Types of materials will be exploring will be made available largely from use of Achieve 3000 (which is purchased exclusively for the use of ELL students), the Stock Market game, an online program, materials from electives such as "Debate and Public Speaking" and "Video" and various texts from classroom libraries and units from engage ny.

-a variety of complex, high interest text

-vocabulary with an emphasis on Academic language

-on-line "Stock Market Game" program

-instructional conversations around vocabulary and the poem, "Where I am From"

-student-constructed materials from research using video cameras in school

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: Acheve 3000 will offer two days of professional devleopment for teacher at JHS 194 in December 2013 and January 2014. Professional develoment will focus on reading strategies, vocabulary acquisition, reading fluency, writing off prompts and photos, data analysis. Magic Box, a partnered arts organization with JHS 194 will offer Video teacher professional development. ESL teachers attend offerings from OELL including training on the NYSITELL and other city wide offerings on Professional Development Days. Teachers also have an oppportunity to attend network offered professional development with Maryanne Cucchiara. Ongoing in-school professional development is offered to all staff members on teaching and the Danielson Framework in addition to time scheduled for professional discussion regarding planning units and lessons featuring universal design for learning and multiple entry points.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Because of low parent participation despite an active schedule of offerings from last year's Saturday Academy, parent attendance was low. This year, we have dedicated hours for one of our guidance counselors to touch base with every parents of an English Language Learner and set up an appointment for those parents either individually or in a small group to come to school for a session which will address ways to support their students in school and Career and College Readiness. We are hoping that the personal contact will encourage parents to call us or upon us when necessary and help cultivate a school/home relationship.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$4,517.10 602.28 1575.60 total: \$6,718.28	per session for 3 teachers for 10 three-hour sessions (3 X 30 X 50.19) per session for 1 debate teacher for 6 two-hour sessions (12X 50.19) per session for one administrator for ten four -hour sessions (only Saturday program running during this period of time) (30 x 52.52)
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		Included within contract for Achieve 3000
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional 	270.00	Supplies for parents involvement and parent presentations

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	3,360.00	Achieve 3000 includes instructional materials.
Travel		
Other	\$1,150	Parent involvement
TOTAL		11,500