



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: THE OLIVER WENDELL HOLMES SCHOOL

DBN (i.e. 01M001): 30Q204

Principal: MS YVONNE LEIMSIDER

Principal Email: YLEIMSI@SCHOOLS.NYC.GOV

Superintendent: DR. PHIL COMPOSTO

Network Leader: MR. Q. DIXON

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 |
|--------------|--|-----------|
| Y. LEIMSIDER | *Principal or Designee | |
| A. GOLDBERG | *UFT Chapter Leader or Designee | |
| R. CHAMBLISS | *PA/PTA President or Designated Co-President | |
| J. ADAMS | 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 | |
| C. PURDY | Member/ CSA | |
| T. CARROLL | Member/ TEACHER | |
| B. MOSES | Member/ TEACHER | |
| Y. CARVAJAL | Member/ TEACHER | |
| N. KHAN | Member/ PARENT | |
| C.DIXON | Member/ PARENT | |
| R. ISLAM | Member/ PARENT | |
| S. BEGUM | Member/ PARENT(Alternate | |
| | Member/ | |

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

| Indicate using an "X" in the box to the left of each section that the section has been completed | |
|--|--|
| | School Leadership Team Signature Page |
| X | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| | ▪ Comprehensive Needs Assessment |
| | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
| | ▪ Budget & Resource Alignment section (indicating all funding sources) |
| X | Academic Intervention Services (AIS) |
| X | Title I Plan (Only for schools receiving Title I funding) |
| X | 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, 100% of teachers will possess a normed understanding of the competencies and the rubric from the Charlotte Danielson's Framework for Teaching included in the new teacher evaluation and development system for improved pedagogy, by focusing on lesson design, assessment, questioning, and discussion techniques to enhance pedagogical delivery & achievement outcomes for all students- including identified student subgroups.

Comprehensive Needs Assessment

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

1. **Alignment to Citywide Instructional Expectations (CIE) Targeted areas of the educational program that need to be strengthened, specifically 3b Using Questioning & Discussion Techniques & 3d Using Assessment in Instruction.**
2. **In the 2012-13 Progress Report our Student Progress overall was 32.9 and an 'B', Student Performance 16.5 and a 'A', School Environment 8.6 and an 'C' and Closing the Achievement Gap 4.4. Our Overall Score was 62.4 and a 'B'. In 2012-13 our Overall Percentile was 62. From this it is clear that improving pedagogical delivery is required to improve Student Progress overall and particularly with respect to Closing the Achievement Gap for our students with disabilities and our English Language Learners. We want to develop a shared belief that all students can learn and to realize that effective teaching is the key to realize this goal.**
3. **As effective teaching requires effective support to ensure development of teacher skills, we need to implement a differentiated PD plan with strategies for individual teachers to move to the next level within the Danielson Rubric.**

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. **All teachers will be supported to develop their abilities in lesson design, assessment, questioning and discussion techniques.**
2. **Supervisors will monitor individual teacher progress using the Danielson Continuum, i.e. 'Developing' to 'Highly Effective'. Each round will allow Supervisors to conduct & record the observations online as follow up, and to meet with individual teachers as required. A round is completed over a 4-6 week period.**
3. **Teachboost.com will be used as communication tool to allow for immediate feedback following the lesson.**
4. **Instructional leaders will refer to the class assessment data and closely examine if/when student outcome data appears to be lagging behind peer performance across the class and/or grade.**
5. **A meeting with the supervisor may be required, and explicit reference will be made to the indicators that were/were not observed during the lesson. An action plan will be developed and support provided as required such as coaching by lead teachers and/or mentoring to assist individual teacher(s) as necessary.**
6. **Each teacher will have access to a professional discussion designed to support improvement**
7. **Professional support, if necessary, will be provided to support a teacher that may include inter-classroom visits or coaching from the supervisor or lead teacher**
8. **Follow up whole team may be included, for instance to help teachers norm their understanding of what a Highly Effective classroom might look like in terms of 'questioning and discussion' there be a video (ARIS Learn) and discussion using the Danielson Framework for Teaching rubric.**
9. **Our regular assessments will provide another layer of information to support this goal. Data will be gathered to enable us to monitor the performance of our students, and our ELL and Special Education population will be specifically indicated on the data. These students are identified on our spreadsheets to facilitate teacher/facility team and teacher/supervisor discussion and planning through the monitoring of progress over time. Questions will be devised to help us focus on the effectiveness of our instructional programs for each student subgroup (high achievers, struggling students, ELL students and those with an IEP)**
10. **A section of each (monthly) cabinet meeting will be devoted to discussing the overall outcome of the cycle of observations and strategies devised to support those teachers that are operating at the lower end of the rubric.**

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

1. **All teachers will be supported to develop their abilities in lesson design, assessment, questioning and discussion techniques.**
2. **Supervisors will monitor individual teacher progress using the Danielson Continuum, i.e. 'Developing' to 'Highly Effective'.**
3. **Teachboost.com will be used as communication tool to allow for immediate feedback following the lesson.**
4. **Instructional leaders will refer to the class assessment data and closely examine if/when student outcome data appears to be lagging behind peer performance across**

the class and/or grade.

5. A meeting with the supervisor may be required, and explicit reference will be made to the indicators that were/were not observed during the lesson. An action plan will be developed and support provided as required such as coaching by lead teachers and/or mentoring to assist individual teacher(s) as necessary.
6. Each teacher will have access to a professional discussion designed to support improvement
7. Professional support, if necessary, will be provided to support a teacher that may include inter-classroom visits or coaching from the supervisor or lead teacher
8. Follow up whole team may be included, for instance to help teachers norm their understanding of what a Highly Effective classroom might look like in terms of 'questioning and discussion' there be a video (ARIS Learn) and discussion using the Danielson Framework for Teaching rubric.
9. Our regular assessments will provide another layer of information to support this goal. Data will be gathered to enable us to monitor the performance of our students, and our ELL and Special Education population will be specifically indicated on the data. These students are identified on our spreadsheets to facilitate teacher/facility team and teacher/supervisor discussion and planning through the monitoring of progress over time. Questions will be devised to help us focus on the effectiveness of our instructional programs for each student subgroup (high achievers, struggling students, ELL students and those with an IEP)
10. A section of each (monthly) cabinet meeting will be devoted to discussing the overall outcome of the cycle of observations and strategies devised to support those teachers that are operating at the lower end of the rubric.

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

1. All teachers develop their abilities in lesson design, assessment, questioning and discussion techniques by June 2014
2. Supervisors engage in a cycle of observation (4-6 weeks) to monitor teacher progress on the Danielson Continuum
3. *Teachboost.com* used for teachers to access feedback following observations
4. *Instructional leaders* examine class assessment data
5. Throughout the year all teachers have access to supervisor 1:1 to receive feedback
6. To support improvement professional discussion will be available to all teachers throughout the year
7. Specifically tailored support may be recommended based on observation data to help improve instruction for all teachers
8. As required further investigation of the Danielson Framework for Teaching through ARIS Learn may be done
9. Our regular assessments will provide another layer of information to support this goal. Data will be gathered to enable us to monitor the performance of our students, and our ELL and Special Education population will be specifically indicated on the data. These students are identified on our spreadsheets to facilitate teacher/facility team and teacher/supervisor discussion and planning through the monitoring of progress over time. Questions will be devised to help us focus on the effectiveness of our instructional programs for each student subgroup (high achievers, struggling students, ELL students and those with an IEP)
10. A section of each (monthly) cabinet meeting will be devoted to discussing the overall outcome of the cycle of observations and strategies devised to support those teachers that are operating at the lower end of the rubric.

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

1. September conduct whole school PD
2. October Observations are spread throughout the year.
3. October – June using Teachboost.com
4. September – June ongoing review of assessment data
5. October through June for all teachers
6. September through June for each teacher to engage in professional discussions
7. October through June PD provided
8. October to June as required whole team using the Danielson Framework for Teaching rubric.
9. September and at specific points throughout the year to June where student assessment data is available for review special needs students
10. September through June at monthly cabinet meetings

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

1. Supervisors present the Danielson 2013 Rubric & all relevant printed materials & observation formats
2. Supervisors assist all teachers to refine and norm their understanding of the rubric at whole-school, subject or grade team and/or individual teachers
3. Supervisors develop a schedule of short, frequent cycles of classroom observations across Grade 6-8 classes
4. Supervisors and lead teachers will provide in-class support, as deemed necessary.
5. Data specialist will update & collate data for teachers & grade teams to review

6. Principal, supervisors will continuously review the outcomes using the collated teacher observation information

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).

Translation is available for all meetings within our school community, including:

1. Open Weekly Parent/Parent Coordinator meetings
2. Focused Grade Meetings: 6th grade Orientation, 8th grade applying for high school
3. Parent Workshops (ARIS)
4. Weekend Core Curriculum Retreat(s) for parents
5. City Year Community Based Organization Family Nights
6. Information will provided on the measures being put in place to improve instruction at the regular monthly PTA meetings
7. Parent Coordinator distributes information that is translated into Spanish.
8. Parent /Teacher Conferences held regularly to discuss student Report Card and translation is available as required

Budget and Resource Alignment

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

| | | | | | | | | | |
|----------|-----------------|----------|-----------------|------------------|----------|------------------|------------------|----------|---------------|
| X | Tax Levy | X | Title IA | Title IIA | 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 ELA teachers & supervisors will work toward closing curricular gaps in ELA outcomes, through the integration of publisher-made materials, 'Expeditionary Learning', by providing dedicated time, resources, and support for teachers to review and adapt curricula to ensure alignment to the Common Core standards (CCS) and that teachers have a clear understanding of the shifts required in their classroom practice.

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.

1. **2013-14 Citywide Instructional Expectations requires us to ensure that the ELA curriculum is aligned to the CCL and that teachers shift their classroom practice to meet these higher standards, requiring regular and ongoing assessment to help us and our students address the gap between what students know and are able to do.**
2. **18% all Grade 6-8 students achieved Level 3 or 4. The Median Adjusted Growth Percentile (this is a measure of how much individual students improved on state tests in English between 2012 and 2013) was 62.5, while the Median Adjusted Growth Percentile for School's Lowest Third was 80.0. Our student data based on the New York State ELA Test in 2013 indicates a need to raise the bar in line by using the CCS aligned ELA curricular & regular assessment information to assist us to conduct gap analysis & plan for improved outcomes overall.**
3. **NYSELA 2013 percentage of ELL students achieving Level 3 or 4 was 2.7% and 1% of SWD students. 8.9% of Black and 13.9% of Hispanic students achieved Level 3 or 4.**
4. **'Closing the Achievement Gap' results identified our 75th Growth Percentile or Higher in ELA was 44.1% for ELLs, 58% for Lowest Third Citywide, 70% for SWD and 58% for Black & Hispanic Males in Lowest Third Citywide.**

Instructional Strategies/Activities

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

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

1. **NYSELA Test 2013 will be downloaded (ARIS) to allow ELA teachers to review the overall outcome for the school, for each grade, by class and by student. This data**

includes the Level achieved & the Proficiency Rating

2. To ensure accurate monitoring of progress our data spreadsheets identify individual student by subgroup & their growth, against grade benchmarks, from September 2013 to June 2014, to allow teachers and supervisors to work toward closing the achievement gaps.
3. August 2013 dedicated time and resources were provided to ELA Team to assist planning and integration of the CCLS aligned shift, using the 'Expeditionary Learning' curricular. Grade teams used the lessons for Unit 1 to plan multiple entry points for our identified subgroups for adjusting classroom practice accordingly to work toward improved learning outcome.
4. 'Achieve 3000' will be implemented as an extra support for our ICT/Self Contained Special Education and ESL students (totally 394 in grades 6, 7 & 8) for 4 additional periods each week. This time does not replace the 'Expeditionary Learning' curricular as it is part of the Technology program since 'Achieve 3000' is a computer based program. The class teacher presents a specific skill in the mini lesson and each teacher and each student is precisely matched to progress reports are sent electronically to the school. An Achieve 3000 Performance Report is sent to the school recording both the student performance for the Level/Set and Lexile Reading Level
5. Principal and Assistant Principals will schedule dedicated time so that ELA team can examine the 'Expeditionary Learning' resource and plan the instructional program for each grade. Supervisor & lead teacher will facilitate the planning and adaptation of the 'Expeditionary Learning' materials into the weekly schedule and adapt aspects of the program to the variety of student learning needs, using tiered tasks to create multiple entry points within the curricular to support all our learners.
6. The 'Expeditionary Learning' has programmed 2 assessments per unit, 3 units in each module and 4 modules for each grade over the school year. Teachers will develop a normed understanding of the assessment criteria for the mid unit and end of unit assessment. ELA teachers will administer each of these assessments and monitor the performance outcomes by class and by student based on the unit assessment criteria.
7. Specific bench marks will be recorded centrally on the ELA Spreadsheets student x class x grade. These benchmarks will be in Module 1 = End Unit 1, Mid Unit 2 and End Unit 2. Module 3 will also involve recording assessment by student achievement at 3 points in this module.
8. Teachers will record marks for each assessment in their Data Binder & gather student work sample artifacts to ELA grade team meeting to review progress against the unit goals
9. ELA grade teams will review the data to track our Inquiry students to refine instructional strategies in order to meet the learning needs of selected focus students.
10. Also at our regular ELA Team meetings student worksamples will become the basis for a gap analysis exercise, and used to assist planning small group guided practice during the lessons. The individual class data will be examined during supervisor/teacher meeting to help monitor progress and pin point a teacher's professional learning needs.
11. PD plan will be adjusted as required & students outcomes tracked
12. Final review of the Inquiry data to begin planning for next steps in 2014-15

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

1. NYSELA Test 2013 will be downloaded (ARIS) to allow ELA teachers to review the overall outcome for the school, for each grade, by class and by student. This data includes the Level achieved & the Proficiency Rating
2. To ensure accurate monitoring of progress our data spreadsheets identify individual student by subgroup & their growth, against grade benchmarks, from September 2013 to June 2014, to allow teachers and supervisors to work toward closing the achievement gaps.
3. August 2013 dedicated time and resources were provided to ELA Team to assist planning and integration of the CCLS aligned shift, using the 'Expeditionary Learning' curricular. Grade teams used the lessons for Unit 1 to plan multiple entry points for our identified subgroups for adjusting classroom practice accordingly to work toward improved learning outcome.
4. 'Achieve 3000' will be implemented as an extra support for our ICT/Self Contained Special Education and ESL students (totally 394 in grades 6, 7 & 8) for 4 additional periods each week. This time does not replace the 'Expeditionary Learning' curricular as it is part of the Technology program since 'Achieve 3000' is a computer based program. The class teacher presents a specific skill in the mini lesson and each teacher and each student is precisely matched to progress reports are sent electronically to the school. An Achieve 3000 Performance Report is sent to the school recording both the student performance for the Level/Set and Lexile Reading Level
5. Principal and Assistant Principals will schedule dedicated time so that ELA team can examine the 'Expeditionary Learning' resource and plan the instructional program for each grade. Supervisor & lead teacher will facilitate the planning and adaptation of the 'Expeditionary Learning' materials into the weekly schedule and adapt aspects of the program to the variety of student learning needs, using tiered tasks to create multiple entry points within the curricular to support all our learners.
6. The 'Expeditionary Learning' has programmed 2 assessments per unit, 3 units in each module and 4 modules for each grade over the school year. Teachers will develop a normed understanding of the assessment criteria for the mid unit and end of unit assessment. ELA teachers will administer each of these assessments and monitor the performance outcomes by class and by student based on the unit assessment criteria.
7. Specific bench marks will be recorded centrally on the ELA Spreadsheets student x class x grade. These benchmarks will be in Module 1 = End Unit 1, Mid Unit 2 and End Unit 2. Module 3 will also involve recording assessment by student achievement at 3 points in this module.
8. Teachers will record marks for each assessment in their Data Binder & gather student work sample artifacts to ELA grade team meeting to review progress against the unit goals
9. ELA grade teams will review the data to track our Inquiry students to refine instructional strategies in order to meet the learning needs of selected focus students.

10. Also at our regular ELA Team meetings student work samples will become the basis for a gap analysis exercise, and used to assist planning small group guided practice during the lessons. The individual class data will be examined during supervisor/teacher meeting to help monitor progress and pin point a teacher's professional learning needs.
11. PD plan will be adjusted as required & students outcomes tracked
12. Final review of the Inquiry data to begin planning for next steps in 2014-15

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

1. NYSELA Test 2013 will be downloaded (ARIS) to allow ELA teachers to review the overall outcome for the school, for each grade, by class and by student. This data includes the Level achieved & the Proficiency Rating
2. To ensure accurate monitoring of progress our data spreadsheets identify individual student by subgroup & their growth, against grade benchmarks, from September 2013 to June 2014, to allow teachers and supervisors to work toward closing the achievement gaps.
3. August 2013 dedicated time and resources were provided to ELA Team to assist planning and integration of the CCLS aligned shift, using the 'Expeditionary Learning' curricular. Grade teams used the lessons for Unit 1 to plan multiple entry points for our identified subgroups for adjusting classroom practice accordingly to work toward improved learning outcome.
4. 'Achieve 3000' will be implemented as an extra support for our ICT/Self Contained Special Education and ESL students (totally 394 in grades 6, 7 & 8) for 4 additional periods each week. This time does not replace the 'Expeditionary Learning' curricular as it is part of the Technology program since 'Achieve 3000' is a computer based program. The class teacher presents a specific skill in the mini lesson and each teacher and each student is precisely matched to progress reports are sent electronically to the school. An Achieve 3000 Performance Report is sent to the school recording both the student performance for the Level/Set and Lexile Reading Level
5. Principal and Assistant Principals will schedule dedicated time so that ELA team can examine the 'Expeditionary Learning' resource and plan the instructional program for each grade. Supervisor & lead teacher will facilitate the planning and adaptation of the 'Expeditionary Learning' materials into the weekly schedule and adapt aspects of the program to the variety of student learning needs, using tiered tasks to create multiple entry points within the curricular to support all our learners.
6. The 'Expeditionary Learning' has programmed 2 assessments per unit, 3 units in each module and 4 modules for each grade over the school year. Teachers will develop a normed understanding of the assessment criteria for the mid unit and end of unit assessment. ELA teachers will administer each of these assessments and monitor the performance outcomes by class and by student based on the unit assessment criteria.
7. Specific benchmarks will be recorded centrally on the ELA Spreadsheets student x class x grade. These benchmarks will be in Module 1 = End Unit 1, Mid Unit 2 and End Unit 2. Module 3 will also involve recording assessment by student achievement at 3 points in this module.
8. Teachers will record marks for each assessment in their Data Binder & gather student work sample artifacts to ELA grade team meeting to review progress against the unit goals
9. ELA grade teams will review the data to track our Inquiry students to refine instructional strategies in order to meet the learning needs of selected focus students.
10. Also at our regular ELA Team meetings student worksamples will become the basis for a gap analysis exercise, and used to assist planning small group guided practice during the lessons. The individual class data will be examined during supervisor/teacher meeting to help monitor progress and pin point a teacher's professional learning needs.
11. PD plan will be adjusted as required & students outcomes tracked
12. Final review of the Inquiry data to begin planning for next steps in 2014-15

4.

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

1. September NYSELA Test 2013 standardized data on progress and performance outcomes by student, class and grade and allow for comparison across our Peer Group, District 10 and City. The NYSELA Test 2014 will provide data on our progress & ascertain the effectiveness of our planning in 2013-14.
2. September nominated in September, tracked through each round of the assessment cycle throughout 2013-14 school year
3. November 2013 a full item analysis by student and by item on the NYSELA 2013 Test becomes available & will be used to review the 10 lowest areas of achievement
4. November 'Achieve 3000' Lexile Levels Report & again in January & finally in May
5. Early September and ending in June 'Expeditionary Learning' program Module 1-4 completed throughout 2013-14
6. Benchmarks for the 'Expeditionary Learning' program include agreed mid and end unit assessments at 6 points throughout the year.
7. June review of Inquiry data to plan for 2014-15

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

1. Purchase of all 'Expeditionary Learning' resources and materials
2. ELA Team by grade to plan the lessons based on the necessary adjustments to be made to the 'Expeditionary Learning' resources to ensure rigor and adaptation for our student population

3. ELA lead teacher, Literacy Consultant PD, mentoring and data analysis support
4. Data specialist upkeepes the spreadsheets for all ELA/literacy teachers
5. Support & resources for After School for struggling Level 1 students
6. Test Prep materials purchased and implemented starting December for 1 period a week

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).

Information will be provided to parents on the measures being put in place to improve instruction:

- SLT Meetings
- Parent Coordinator distributes information that is translated into Spanish.
- Regular monthly PTA meetings with presentations on new curricular & CCL in ELA
- Open House providing specific information, showcasing student work and achievements, and answering questions to help parents provide support at home
- Progress Reports and regular Parent/Teacher Conferences
- Parent/teacher interview as required
- Back to School Night in October for parents to meet their teachers
- Level 1 & Level 2 Meeting with Parents who sign up for this program

Budget and Resource Alignment

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

| | | | | | | | | | |
|--|-----------------|----------|-----------------|------------------|----------|------------------|------------------|----------|---------------|
| X | Tax Levy | X | Title IA | Title IIA | 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 #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, all Mathematics teachers & supervisors will work toward closing curricular gaps in Math outcomes, through the integration of publisher-made materials, 'Connected Mathematics Project 3 (CMP3)', by providing dedicated time, resources, and support for teachers to review and adapt curricula to ensure alignment to the Common Core standards (CCS) and that teachers have a clear understanding of the shifts required in their classroom practice.

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.

1. **2013-14 Citywide Instructional Expectations requires us to ensure that the Math curriculum is aligned to the CCL and that teachers shift their classroom practice to meet these higher standards, requiring regular and ongoing assessment to help us and our students address the gap between what students know and are able to do.**
2. **24% all Grade 6-8 students achieved Level 3 or 4. The Median Adjusted Growth Percentile (this is a measure of how much individual students improved on state tests in English between 2012 and 2013) was 64.0, while the Median Adjusted Growth Percentile for School's Lowest Third was 74.0. Our student data based on the New York State ELA Test in 2013 indicates a need to raise the bar in line by using the CCS aligned ELA curricular & regular assessment information to assist us to conduct gap analysis & plan for improved outcomes overall.**
3. **NYS Math 2013 percentage of ELL students achieving Level 3 or 4 was 3.6% and 3.8% of SWD students. 5.7% of Black and 21.7% of Hispanic students achieved Level 3 or 4.**
4. **'Closing the Achievement Gap' results identified our 75th Growth Percentile or Higher in Math was 37.0% for ELLs, 49.8% for Lowest Third Citywide, 56.4% for SWD and 50.0% for Black & Hispanic Males in Lowest Third Citywide.**

Instructional Strategies/Activities

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

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

1. To ensure accurate monitoring of progress a data spreadsheet for each grade, class & individual student will specifically identify individual student by subgroup & their growth, against grade benchmarks, from September 2013 to June 2014, to allow teachers and supervisors to set goals, toward closing the achievement gaps.
2. Dedicated time and resources were provided to Math Team to assist planning and integration of the CCS aligned shift, using the 'Connected Mathematics Project 3' curricular. Grade teams used the lessons for the Units to plan multiple entry points for our identified subgroups for adjusting classroom practice accordingly to work toward improved learning outcome.
1. Principal and Assistant Principals will schedule dedicated time so that Math team can examine the 'Connected Mathematics Project 3' resource and plan the instructional program for each grade. Supervisor & lead teacher will facilitate the planning and adaptation of 'Connected Mathematics Project 3' materials into the weekly schedule and adapt aspects of the program to the variety of student learning needs, using tiered tasks to create multiple entry points within the curricular to support all our learners.
2. The 'Connected Mathematics Project 3' has programmed 6 units over the school year. Teachers will develop a normed understanding of the assessment criteria for the end of unit assessment.
3. Math teachers administer the baseline assessments (Ed Performance) that provides a diagnostic tool to assess student level against grade level criteria
4. Teachers use this baseline to monitor progress towards the Endline math assessment in May.
5. All data is downloaded from ARIS to include the performance outcomes by class and by student (highlighting student subgroups) based on the unit assessment criteria.
6. Math teachers will define a Key Inquiry Question and Follow up questions that will define our research targets for the school year
7. Math teacher grade teams decide on 3 assessment benchmarks utilizing the Connected Mathematics Project 3 unit tests, that will become the points in the school year when the team reviews student progress.
8. To examine the student outcomes in depth each teacher will bring a student artifact (part of a student work sample) to extend the inquiry into the specific teaching strategies that were used.
9. Student work samples become the basis for a gap analysis exercises, and used to assist planning small group work during the lessons. The individual class data will be examined during supervisor/teacher meeting to help monitor progress and pin point a teacher's professional learning needs. PD plan will be adjusted as required.

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

1. Math Supervisor will guide the directions of the Math implementation, planning and monitoring student progress through the Inquiry process
2. Math lead teacher will guide the Math team implementation of 'Connected Mathematics Project 3'(CMP3) curricular, mentoring new teachers and facilitating the Math Team meetings & present PD (as required)
3. Grade 6, 7 & 8 Math teachers will implement the publisher-made materials, CMP3 curricular, participate in planning meetings & the Math Inquiry process
4. Supervisor, lead teacher will assist math teachers to norm their understanding of the assessment criteria in CMP3
5. All math teachers administer the baseline assessment
6. All math teachers will use the baseline to compare the progress with the endline math assessment
7. Data specialist will download ARIS data & update the math spreadsheets using the student assessment outcomes based on the Math Inquiry Benchmarks at each point of the year
8. Supervisor, lead teacher, all math teachers will define parameters of the Math Inquiry
9. Supervisor, lead teacher, all math teachers will monitor student outcomes as part of our Math Inquiry & refine instructional strategies
10. Math teachers will collect suitable student work sample artifact related to the inquiry question
11. Supervisor, lead teacher, all math teachers will conduct gap analysis based on Math CCS and student work samples

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

1. September NYS Math Test data available to teachers
2. September teachers receive CMP3 to review & begin planning instructional programs
3. Each teacher will conduct the end of unit assessment as determined by the 'Connected Mathematics Project 3'
4. September onward at weekly math grade team meetings
5. September conduct baseline math assessment & all assessment kept and maintained in a Data Binder
6. May teachers conduct endline math assessment
7. September through June Data Specialists maintains data bases to facilitate teacher use of ongoing data for all students including subgroups to help monitor outcomes
8. September through June grade teachers norm their understanding of the criteria for marking each assessment to ensure uniformity across the grad
9. September Inquiry students will be nominated. Inquiry questions will be finalized in November and these will focus on aligning the new CCS curricula to Danielson best practices to locate a focus question for inquiry.
10. November, February and May, student artifacts collected to be reviewed at Math Inquiry team meetings
11. November, February and May, student work will be used as a benchmark and again to measure the effectiveness of teacher instruction

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

1. September NYS Math Test data reviewed
2. September teachers receive CMP3 curricula
3. September onward at 3 CMP3 benchmark points until June
4. September weekly to June
5. September conduct math baseline
6. May teachers math endline
7. September through June Data Specialists maintains data spreadsheets
8. September through June grade teachers norm understanding CCS assessment criteria
9. September Inquiry students will be nominated
10. November, February and May, student artifacts collected
11. November, February and May, student work review

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

1. Purchase of all 'Connected Mathematics Project 3' curricular resources and materials
2. Math Team by grade to plan the lessons based on the necessary adjustments to be made to the 'Connected Mathematics Project 3' resources to ensure rigor and adaptation for our student population
3. Math lead teacher will support PD and mentoring
4. Data Specialist upkeep of data files for math teachers
5. Support & resources for After School for struggling Level 1 students
6. Test Prep materials purchased and implemented starting December for 1 period a week

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).

Information will be provided to parents on the measures being put in place to improve instruction:

- SLT Meetings
- Parent Coordinator distributes information that is translated into Spanish.
- Regular monthly PTA meetings with presentations on new curricular & CCL in Mathematics
- Open House providing specific information, showcasing student work and achievements, and answering questions to help parents provide support at home
- Progress Reports and regular Parent/Teacher Conferences
- Parent/teacher interview as required
- Back to School Night in October for parents to meet their teachers
- Level 1 & Level 2 Meeting with Parents who sign up for this program

Budget and Resource Alignment

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

| | | | | | | | | | |
|----------|-----------------|----------|-----------------|------------------|----------|------------------|------------------|----------|---------------|
| X | Tax Levy | X | Title IA | Title IIA | 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 #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 multiple opportunities for parents to engage in dialogue about how the rigor of the Common Core standards (CCS) will support improved academic outcomes for students to forge a greater sense of partnership in their students education with the school and be evidenced by greater participation in the School 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.

Progress Report 2012-13, School Environment component we scored 8.6 out of 15 and a C. This measures student attendance and a survey of the school community rating on academic expectations, safety and respect, communication, and engagement. Given that our overall score was 62.4 out of 100 and we are rated at a B level. 60% of our parents completed the survey response, 6% more than the city average. However, we still need to focus on communicating with parents as scores for this section hovered between 48 & 57 and Engagement scores were similar. Therefore a renewed effort needs to be applied to improve communication and opportunities to strengthen our partnership to improve academic expectations

Instructional Strategies/Activities

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

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

1. Parent coordinator conducts weekly meetings on topics of concern to parents around High School Application process, the CCS, describing the new curricula in ELA & mathematics and issues of health and safety
2. Meet the Teacher night will be held in September with translation services available as required
3. Two scheduled Parent Teacher sessions (afternoon through to 8pm) will be widely promoted to maximize participation. The Report Cards are then given out along with opportunities to discuss progress of their child (children).
4. 4 times a year Awards Nights are held to promote success and invite parental participation
5. Student of the Monthly Breakfast will include specific invitations to students and their families
6. Monthly Newsletters that promote communication and highlight events at the school
7. Engrade online to allow parents to monitor progress of their child(children) whereby parents are given their own password and ID to allow access.
8. Principal has open door policy
9. All teachers, principal, 3 assistant principals and 2 School Guidance Counselors communicate with parents on a range of issues affecting student performance at school

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

1. Parent Coordinator
2. Principal, assistant principal
3. All teachers,
4. School Guidance Counselors
5. SAPIS Worker

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

6. September – Meet the Teacher night
7. November & February dates set for Parent Teacher sessions
8. September – June weekly parent meetings
9. Monthly breakfast – held beginning of following month
10. Monthly newsletters
11. September to June ongoing access to all teachers, administration & staff

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

1. September – Meet the Teacher night
2. November & February dates set for Parent Teacher sessions
3. September – June weekly parent meetings
4. Monthly breakfast – held beginning of following month
5. Monthly newsletters
6. September to June ongoing access to all teachers, administration & staff

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

1. Funding allocated for Parent Coordinator & activities
2. Monthly calendar of events is sent home & monthly Principal letter
3. Parent Conferences are advertized & a Flyer is sent home to advertize school events (e.g. ½ day)

Strategies to Increase Parental Involvement

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

As above

Budget and Resource Alignment

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

| | | | | | | | | | | | |
|---|----------|---|----------|--|-----------|---|-----------|--|-----------|---|--------|
| X | Tax Levy | X | Title IA | | Title IIA | 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 #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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

Academic Intervention Services (AIS)

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

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|---|--|--|
| ELA | Online reading comprehension Pull Out Extended Day | Whole class computer based instruction Small group Small group | During school day During School Day 3 days end school day |
| Mathematics | Pull out, Extended Day | Small group | During school day 3 days end school day |
| Science | Pull out | Small group | During school day |
| Social Studies | Pull Out | Small Group | During the school day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Counseling Vocational Counseling Mediation | One-to-one Small group | Scheduled As needed |

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

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

| |
|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| Recruitment strategies conducted according to current DOE guidelines Informed teachers and wherever appropriate have a role to play in decision making Appreciation luncheons for teachers and staff are offered before the holiday period to support staff morale Access to differentiated, whole grade/staff professional development opportunities to enable them to fulfill their role and to achieve high level of professionalism Fulfillment and professional satisfaction that is achieved through the team structure of the school whereby teachers collaborate to share & to collaboratively plan to support one another in implementing new curricula. |

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). |
| New teachers are mentored by Lead Teacher (ELA, Math or Science) Weekly Inquiry meeting by discipline: developing inquiry question using Danielson Framework & CCS aligned assessment as starting point for ongoing research Weekly grade meeting by discipline for planning instruction based on CCS & particularly to devise multiple entry points to support our struggling &/or ELL students & those students with an IEP. Monthly Faculty Conference working with Danielson Framework for Teaching & receiving support to meet the Citywide Instructional Requirements in ELA/Literacy, Mathematics & Special Education PD Program involves both whole school , grade subject and individual teachers (differentiated according to support professional learning needs, specifically in terms of aspects of the CCS & Danielson Framework for Teaching) One-to-one meeting between supervisor and individual teacher, following observation based on the Danielson Rubric 2013, as necessary |

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

| |
|--|
| Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| The Cabinet, including principal & 3 assistant principals, meet on a regular basis to plan the coordination & integration of Federal, State and local funds to ensure that the guidelines and requirements are being met & that the specific target population is being services correctly. |

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. |
| Teachers are assisted by Instructional Leaders (Principal, assistant principals, lead teachers to use assessment information to support instruction. Specifically: <ul style="list-style-type: none"> - New York State Test data is downloaded from ARIS or DOE website and reviewed by level achieved, by proficiency rating to evaluate the gains, by whole school, grade & subgroups. New teachers are supported to help them 'read' the data & the |

teams use this information as the basis of the initial planning.

- NYS Tests provide an item analysis in ELA & Math & discipline teams scrutinize this data to make any necessary adjustments to their instructional programs early in the school year. Thereafter unit assessments become the focus for monitoring outcomes on a regular monthly basis.
- Grade teams meet weekly and regularly make decisions as to how the unit assessments can be used for ongoing monitoring of student outcomes (by grade, by class, by student, by subgroup).
- All Math & ELA teachers participate as part of their subject specific Inquiry teams to review student work samples based on the CCS & specific to the unit expectations/rubric – here teachers conduct gap analysis to see what strategies have actually worked and where students are challenged so as to revise instructional plans.

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 Standards (CCS);
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required;

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 Procedure;

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 30 | Borough Queens | School Number 204 |
| School Name Oliver Wendell Holmes | | |

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 Yvonne Leimsider | Assistant Principal Amanda Lazerson |
| Coach type here | Coach type here |
| ESL Teacher Sophia Nikolidakis | Guidance Counselor Tina Lambos |
| Teacher/Subject Area Kaitlin Regan | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator Julio Rosario |
| Related Service Provider type here | Other type here |
| Network Leader(Only if working with the LAP team) type here | Other type here |

C. Teacher Qualifications

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

| | | | | | |
|---|----------|--|----------|--|----------|
| Number of certified ESL teachers currently teaching in the ESL program. | 3 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 0 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 710 | Total number of ELLs | 86 | ELLs as share of total student population (%) | 12.11% |
|--|------------|----------------------|-----------|---|---------------|

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 | | | | | | | | | | | | | | |
| Push-In | | | | | | | 2 | 2 | 2 | | | | | 6 |
| Discrete ESL class | | | | | | | 3 | 3 | 3 | | | | | 9 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 5 | 0 | 0 | 0 | 0 | 15 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|--------------------------------|----|
| All ELLs | 86 | Newcomers (ELLs receiving service 0-3 years) | 36 | ELL Students with Disabilities | 28 |
| SIFE | 4 | ELLs receiving service 4-6 years | 11 | Long-Term (completed 6+ years) | 39 |

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 | 36 | 4 | 10 | 11 | 0 | 7 | 39 | 0 | 11 | 86 |
| Total | 36 | 4 | 10 | 11 | 0 | 7 | 39 | 0 | 11 | 86 |

Number of ELLs who have an alternate placement paraprofessional: 5

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 |
| Spanish | | | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| TOTAL | 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 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 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 | | | | | | | 15 | 16 | 17 | | | | | 48 |
| Chinese | | | | | | | | | 1 | | | | | 1 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | 8 | 4 | 5 | | | | | 17 |
| Urdu | | | | | | | 1 | 1 | 1 | | | | | 3 |
| Arabic | | | | | | | 3 | 4 | 5 | | | | | 12 |
| Haitian | | | | | | | | 1 | | | | | | 1 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 26 | 29 | 0 | 0 | 0 | 0 | 82 |

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) | | | | | | | 2 | 11 | | | | | | 13 |

| 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) | | | | | | | 8 | 5 | | | | | | 13 |
| Advanced (A) | | | | | | | 15 | 11 | | | | | | 26 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 27 | 0 | 0 | 0 | 0 | 0 | 52 |

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

| NYS ELA | | | | | |
|-----------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 21 | 7 | 1 | | 29 |
| 7 | 14 | 13 | 1 | | 28 |
| 8 | 15 | 3 | | | 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 | 20 | | 11 | | 1 | | | | 32 |
| 7 | 22 | | 7 | | 1 | | | | 30 |
| 8 | 18 | | 2 | | 1 | | | | 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 | | | 54 | | 135 | | | | 189 |
| 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.

Data gathered through standardized exams, interim assessments, conferencing and other informal assessments demonstrates a need for ELL's on the area of reading and vocabulary comprehension. ELL students struggle expressing their ideas both orally and in writing. Students tend to answer literal questions and struggle to expand on questions that require critical thinking skills. Using this data the ELA/ESL department has developed a curriculum using a balanced literacy approach to address these needs. Forty five percent of our ELL population is long term ELL's. To accommodate their needs with language acquisition they are placed in our early morning literacy program. Individual plans are created and implemented for all ELL's to ensure that students are on task and have mastered the targeted skill before proceeding to the next skill. In addition to their individual learning plans, the thirty six percent of our ELL students who are also classified as students with disabilities all stay in our after school program school four days a week to receive additional support in reading and mathematics.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Of the four students who were administered the Lab-R this school year, one tested proficient, two tested advanced, and one beginner. This information shows that the majority of students entering our school are at an advanced level. An analysis of the NYSESLAT scores show that Beginning level students who are in special education class score advanced or proficient in listening and speaking and beginning in reading and writing.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The state did not release the spring 2013 NYSESLAT scores in combined modalities.

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?

96% of all ELL students scored a level 1 or 2 on the NYSELA exam. This is in part due to the increase in scale scores by the state.

Unfortunately, our ELL population does not farewell on standardized tests taken in English. In mathematics 57% of all ELL students scored a level 2 on the NYS Math test. Unfortunately, our ELL population does not farewell on standardized tests taken in English.

As a result we are focusing some of our inquiry work around performance of ELL students as well as asking for additional assistance from our network leaders. The ELL periodic assessment guides teacher trainings and instructional decisions. The data is analyzed by the ESL

department at monthly common meetings and the results are used to appropriately group students, and provide targeted assistance.

The periodic assessments are not extremely useful to assess true beginners. We understand that they are new to the country and therefore expect poor results on all modalities. Students who are performing at the intermediate or advanced levels are able to answer enough on the assessments to create a better picture for us because we can more readily see where they need assistance or intervention. From the NYSESLAT, NYS ELA exam and periodic assessments the school has determined that our ELL students

struggle with reading and writing. In order to ensure that our ELL students become proficient readers and writers we focus on implementing strategies that address and incorporate innovative and interactive technological activities that address language acquisition, comprehension, content and learning style. From our baseline assessments and ACUITY our ELA/ESL teachers has determined that many

of our ELL students have difficulty with inferencing, using context clues, spelling and grammar. Teachers are including strategies and

activities to address these weaknesses. Native language is being supported in classroom instruction through content specific bilingual glossaries, bilingual glossaries and classroom buddies.

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?
All students' second language development is considered in instructional decisions when teacher meet regularly to plan instruction together, administer assessments as well as in ordering additional materials for the classroom. Teachers utilize technology, such as ipads to support students in their second language development. Achieve 3000 is used to help student gain proficiency in their home language as well as in English.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - 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.).
In September an analysis of the NYSESLAT scores is conducted to determine whether instructional strategies in place for ELL students resulted in student progress. Ongoing informal assessments are conducted by ESL and classroom teachers throughout the school year to track student progress.

Part IV: ELL Identification Process

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

- 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](#).)
 - When a new student enters into IS 204, the parent is given the Home Language Identification Survey (HLIS) as part of their registration packet. At that time, a licensed pedagogue trained in the intake process assists the parent in filling out the form. Translators are provided when necessary. After the parent fills out the HLIS, an interview is conducted by a trained pedagogue. Based on the results of the HLIS and the interview, the home language is entered into ATS by the pupil accounting secretary. If a language other than English is indicated as the home language the Revised Language Battery Assessment (Lab-R) is administered within the first 10 school days by a fully trained pedagogue and used as an initial assessment. This assessment is used to determine eligibility for ELL services. After administering the Lab-R, the test is hand scored by a fully trained pedagogue using the cut scores indicated on the Lab-R memorandum to determine the level of proficiency. These results are documented and kept on file at the school with the test papers being sent to the scan center. For any students whose home language has been identified as Spanish the Lab-R in Spanish is administered if necessary. For any students requiring ELL services, parent orientation and placement is done within the first ten school days of enrollment. In order to ensure that all of the appropriate new admits are tested the RLER is generated through ATS. This report identifies any new admit eligible for Lab-R administration.
- 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.
 - If a student is identified as eligible to receive ELL services as determined by the Lab-R, an invitation to the Parent Orientation meeting is sent home to the parents or guardians of these students. This Parent Orientation meeting is conducted by a fully trained licensed ESL teacher. Interpreters are made available during this meeting. During the orientation parents are instructed to sign in, take a parent orientation agenda, a parent survey/program selection form and a parent brochure. All of these documents are given to the parents in their native language. During the meeting, the Assistant Principal welcomes parents and provides an explanation of the purpose of the meeting. Information regarding the number of minutes of service required under CR 154 for students at the beginning, intermediate, and advanced level of proficiency is provided. Parents are also told that if their child continues to be eligible for services the following school year based on the results of the NYSESLAT exam, they will receive a Continuation of Services upon receipt of the test scores. Parents are informed that research shows ELL students who stay in one continuous program perform better academically that those who switch between programs. An explanation of federal funding under Title III

and the availability of supplemental services. After all of the information is provided to the parents, the parents are given the opportunity to view the Parent Orientation video in their native language. After the video presentation, parents fill out the parent selection forms, trained ESL are made available to make sure that all forms are filled out correctly and are collected. Identification and placement are conducted within the first ten school days.

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].)

To ensure that Parent Survey and Program selection forms are returned we make every attempt to reach out to those parents who have not returned the form. We do this through backpacked flyers, phone calls and registered letters if necessary. Outreach and makeup sessions are conducted by trained ESL pedagogues to ensure accurate completion and collection of the forms. During these makeup sessions all areas as indicated in question 2 are addressed. Ongoing parent orientation meetings are conducted as needed whenever new admits are identified as ELL students using the HLIS and parent interview.

To ensure that all entitlement letters (non-entitlement, continued entitlement and entitlement) are distributed, a licensed pedagogue first reviews the current NYSESLAT data to identify students that have scored proficient. All non-entitlement letters are generated and backpacked home with the students. Copies are kept on file at the school. Letters are generated for all students who have not tested out according to the NYSESLAT exam and are back packed home with the child. For any new admits into the school who receive the Lab-R and are identified as needing services are given the entitlement letter along with a phone call home to the parents/guardians to inform them of the child's placement.

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.

Once all parent selection forms are collected, the parental choice is documented in a checklist. This checklist is used to ensure that all forms have been collected and monitors program choices. This data is entered into the ELPC screen in ATS within 20 days. If a single grade or two continuous grades are found to have 15 or more students that chose a TBE program in a particular language, then a bilingual class is formed.

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.

To ensure that all ELL students receive the NYSESLAT annually, the Assistant Principal prints out the RLER report from ATS to verify which students are eligible to take the NYSESLAT exam. The assistant principal creates a testing schedule with the ESL coordinator to ensure that every eligible ELL student is administered all four components of the NYSESLAT. A checklist is created and maintained to make sure that all are tested in all four components.

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. 
- .For the past few years, we have noticed that the trend for our parents is to request an ESL program, which we currently have in grades 6-8. Currently and in the past, parents have overwhelmingly opt for a freestanding ESL class. While our parent surveys reflect the model of choice to be freestanding ESL, based on the Aspira Consent Decree, it there is a choice for TBE from 15 or more of our parents in one or two continuous grades in the same language then we will create a TBE program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
1. The organizational models used to deliver ESL instruction are departmentalized and emphasize a balanced literacy approach. A total of 86 ELL students are serviced in ESL. There are three certified ESL teachers who provide these services. We have three ESL classes, one on each grade level. For the seventh and eighth grade ESL classes there is a 15:1 student to teacher ratio. Students are grouped based upon their NYSELA test data. Both of these classes are taught by fully certified ESL pedagogues. All ESL classes differentiate and scaffold instruction based upon individual student need. A push in/pull out model of instruction in ESL is implemented for our special education classes. Heterogeneous grouping facilitates the push in/pull out model of instruction. Currently all classes in grades 6-8 have ELL students receiving mandated services.
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)?

To ensure that the mandated number of instructional minutes is provided according to the students proficiency levels in our ESL program, for the 3 departmentalized ESL classes the students receive a minimum of 8 periods (1 period = 45 minutes) of ELA/ESL instruction provided by a licensed ESL pedagogue. In addition they also receive 4 periods of ESL instruction during a computer based literacy program, Achieve 3000, provided by a licensed ESL pedagogue. All of our special education ELL students who receive service through the push in/pull out model receives 5 periods of explicit ESL instruction a week. Our 6th and 7th grade special education students receive additional support in reading and writing through a computer based literacy program Achieve 3000, 4 periods a week. Bilingual materials such as glossaries, dictionaries and text are made available to students. Bilingual literature is part of the classroom library so that ELL students have access to text in the native language. These materials are embedded in daily ELA/ESL instruction.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 3. Teachers at IS 204 have positive attitudes toward having ELL students in their classes as evidenced by the time they dedicate to the planning for these students and integrating ESL methodologies in their classroom instruction. Together with the ELA teachers, all three ESL teachers meet during subject conferences, once a week. Additionally all three ESL teachers meet with the Assistant Principal overseeing ESL monthly. Effective ESL methodology and strategies are infused in content area instruction to enable ELL students to access prior knowledge, learn content material and communicate ideas. Visual aides, leveled books, culturally diverse materials and graphic organizers are used to infuse ESL strategies into content areas. Technology aides, such as the Interactive Activ board were added to classrooms to aid in instruction. Thematic units based on our Magnet grant and CCLS are a part of the curriculum planning developed during professional development sessions.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

To endure that ELL's are appropriately evaluated in native language we have trained pedagogues to provide translation services

when needed. If we do not have someone to translate we arrange to have translation services provide the necessary language. Students assessments given throughout the school year are created by the teachers and translated into different languages with the help of staff members.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? We administer the ELL periodic assessment twice a year. During specific times of the school year teachers administer teacher created benchmark assessments to track progress in all four modalities.
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).

Four of our ELL students have been identified as SIFE. SIFE students are offered and encouraged to participate in extended day activities which include academic classes and clubs. AIS services also provide SIFE students with additional support to increase literacy and mathematics. These services are implemented during the school day. Guidance Counselors are used as an intervention tool and serve as a connection between home and school.

ELL students in the US for less than three years are assessed in their English and Native language proficiency. When, they first arrive, they are tested with the Lab-R and at the end of the academic year, the NYSESLAT. Teachers use these scores to guide instruction. Once in the classroom, teachers make observation and assessment a daily practice in the areas of speaking, listening, reading and writing. They assess literacy using various assessment tools including Performance Assessments, Achieve 3000,

running

records and interim assessments. Based on assessment, students receive explicit instruction to develop their speaking, listening, reading and writing proficiency. Some of these strategies include but are not limited to, using clear and predictable talk, repeat and rephrase, simplify vocabulary and reduce the use of idioms, using vocabulary in context and modeling language patterns by expanding on student utterances.

ELL students in the US for four to six years receive instruction using various linguistic and scaffolding strategies. Some of these strategies include group discussions and writing from personal experience. Teachers work together to assess student instructional needs using formal and informal assessment including ongoing observations, conferences, Performance Assessments, Achieve

3000,

running records, periodic assessments and NYSESLAT data. Literacy and language needs by modality are determined. Teachers meet during common planning to discuss specific instructional needs. Literacy is developed in individual, guided and group instruction. Students are also given native language support such as technology, translation glossaries and dictionaries.

ELL students in the US for more than six years receive instruction to build academic language with respect to their literacy needs. Teachers meet to discuss and plan to help guide instruction of the long term ELL's. These instructional strategies include but are

not

limited to using literary elements and genres in discussions, using content-related vocabulary in discussions, reading and writing

and

summarizing literature and content-area texts using a variety of comprehension strategies.

All students who achieve proficiency on the NYSESLAT receive testing accommodations for an additional 2 years.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

To meet the diverse needs of ELL-SWD within the least restrictive environment we provide all mandated services with a push in model. A fully licensed ESL teacher pushes into content area classrooms to provide the needed support for the students. Teachers are using the mandated curriculum Expeditionary Learning for ELA and CMP3 for mathematics, both of which are common core aligned. Both of these curriculums provide additional instructional supports and accommodations for ELL's and SWD's. Each of these curriculums have an emphasis on vocabulary development as well as writing across the contents.

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 ELL-SWD's receive instruction through a push in or pull out model. A certified pedagogue pushes in/pulls out to work with the students to provide all necessary language instruction. The ESL providers works closely with the IEP teacher to ensure that they are working toward the students IEP goals within the least restrictive environment.

Courses Taught in Languages Other than English 

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

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

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

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

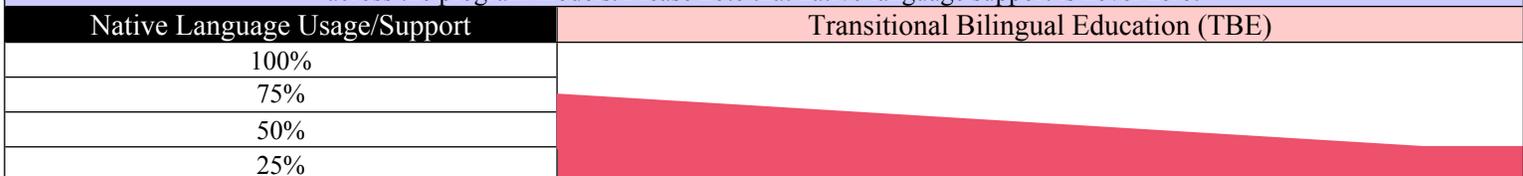
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required 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.



| | Dual Language | | |
|--|------------------|--------------|----------|
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| | Freestanding ESL | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. | | | |

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Four of our ELL students have been identified as SIFE. SIFE students are offered and encouraged to participate in extended day activities which include academic classes and clubs. AIS services also provide SIFE students with additional support to increase literacy and mathematics. These services are implemented during the school day. Guidance Counselors are used as an intervention tool and serve as a connection between home and school.

ELL students in the US for less than three years are assessed in their English and Native language proficiency. When, they first arrive, they are tested with the Lab-R and at the end of the academic year, the NYSESLAT. Teachers use these scores to guide instruction. Once in the classroom, teachers make observation and assessment a daily practice in the areas of speaking, listening, reading and writing. They assess literacy using various assessment tools including interim assessments. Based on assessment, students receive explicit instruction to develop their speaking, listening, reading and writing proficiency. Some of these strategies include but are not limited to, using clear and predictable talk, repeat and rephrase, simplify vocabulary and reduce the use of idioms, using vocabulary in context and modeling language patterns by expanding on student utterances.

ELL students in the US for four to six years receive instruction using various linguistic and scaffolding strategies. Some of these strategies include group discussions and writing from personal experience. Teachers work together to assess student instructional needs using formal and informal assessment including ongoing observations, conferences, DRA, periodic assessments and NYSESLAT data. Literacy and language needs by modality are determined. Teachers meet during common planning to discuss specific instructional needs. Literacy is developed in individual, guided and group instruction. Students are also given native language support such as technology, translation glossaries and dictionaries.

ELL students in the US for more than six years receive instruction to build academic language with respect to their literacy needs. Teachers meet to discuss and plan to help guide instruction of the long term ELL's. These instructional strategies include but are not limited to using literary elements and genres in discussions, using content-related vocabulary in discussions, reading and writing and summarizing literature and content-area texts using a variety of comprehension strategies.

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

In September an analysis of the NYSESLAT scores is conducted to determine whether instructional strategies in place for ELL students resulted in student progress. Ongoing informal assessments are conducted by ESL and classroom teachers (including formative and summative assessments in ELA, Math, Social Studies and Science) throughout the school year to track student progress. Data is reviewed on a weekly basis during team teacher meetings.

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

We are currently implementing a new Common Core aligned ELA curriculum, as well as Common Core aligned mathematics curriculum. All ELL's receive instruction through the use of these curriculums. Achieve 3000 (a computer based literacy program) is being offered to all of our ELL students, 4 times a week. Additionally, ELL students receive small group instruction 3 periods a week.

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

Currently all ESL programs are in place.

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

ELL Students are afforded equal access to all school programs. All ELL students receive the same cluster classes as all other students in the school. These classes include art, music, hygiene, computers and journalism. Based upon the information on their student lunch forms they may also receive Supplemental Educational Services (SES) through an outside provider. ELL students are also invited to participate in various enrichment programs. These programs provide ELL's with the opportunity to develop language speaking skills in a social setting and to explore other talents and interests. These include basketball, soccer, baseball, mouse squad, national junior honors society and recycling club.

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

A variety of instructional resources are utilized during the school day. Bilingual dictionaries and glossaries are used to support native language instruction. Multicultural literature representative of the various cultures are used inside the classroom. Manipulatives and visual aids are used to scaffold instruction for ELL's. Every classroom is equipped with an interactive white board to aid in instruction.

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

Native language support is delivered in our ESL program through independent reading. Students may chose books from the school library and their classroom libraries to read in their native language. Our students have the opportunity in social settings such as lunch and physical education to speak in their native language. Additional support is given through the use of buddy learning partners as well as our paraprofessional who speak many of the same native languages as or ELL students.

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

Services support and resources correspond to ELL's ages and grade levels. Classroom libraries are age and grade appropriated and leveled by literacy needs. Content pacing calendars and units correspond to other grade wide pacing calendars and units based on our Magnet theme and CCLS. Teachers scaffold instruction to promote academic language use.

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.

To assist newly enrolled ELL students before the beginning of the school year, we hold an orientation day. During this day, parents and students are invited to the school to meet the teachers and administration. Students take a tour of the building and learn about the programs we offer. During the summer months we offer a two week Magnet camp to all of our incoming sixth graders. Students who enroll in the camp are provided with the opportunity to meet other incoming sixth graders as well as develop their language skills in a social and more relaxed academic setting.

18. What language electives are offered to ELLs?

All of our students receive Spanish for one school year.

19. For schools with dual language programs:

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

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.

1. Contractual staff development hours and days are utilized to provide all staff with the necessary ELL professional development. Our teachers also participate in 6 half day professional development days throughout the school year. These workshops include but are not limited to Charlotte Danielson's "Framework for Teaching", Norman Webb's "Depth of Knowledge", and the Common Core Learning Standards. Often, teachers are sent to various professional development workshops offered by the Office of English Language Learners, which include Common Core Learning Standards in the Mathematics Classroom, and teaching ELL students with disabilities. These staff members then turn key to the rest of the staff.

Professional Development Calendar 2013-2014

September 2013: Planning time during professional development days before the opening of the school year.

Weekly department conferences for inquiry work and planning with classroom and ESL teachers.

Weekly Grade team meetings.

October 2013: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.

Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.

Weekly Grade team meetings.

November 2013: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.

Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.

Election day professional development: Danielson's Framework for Teaching.

Weekly Grade team meetings.

December 2013: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.

Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.

Weekly Grade team meetings.

January 2014: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.

Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.

Weekly Grade team meetings.

February 2014: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.

Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.

Weekly Grade team meetings.

March 2014: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.

Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.

Weekly Grade team meetings.

April 2014: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.

Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.

Weekly Grade team meetings.

May 2014: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.

Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.

Weekly Grade team meetings.

June 2014: Weekly department conferences for inquiry work and planning with classroom and ESL teachers.

Monthly grade conferences for collaborative planning with classroom teachers and ESL teachers.

Weekly Grade team meetings.

Evaluation of ESL push in/pull out program

Setting program goals for the 2012-2013 school year

2/3. Our school assists incoming ELL students in the transition from elementary to middle school by opening our doors for an

open house/orientation. Our school also invites elementary students to participate in a summer Magnet program. In order to support the ELL student's transition from middle school to high school, the guidance department offers High School open houses, interschool visitations, information meetings, and small group counseling. Our guidance counselors receive outside training throughout the school year in order to assist ELL's as they transition.

4. New teachers are provided the mandated 7.5 hours of professional ELL development through our network support staff. The staff participates in outside professional development opportunities which are shared with the staff during weekly/monthly meetings. The ESL coordinator also conducts lunch and learns that specifically concentrate on training teachers to effectively differentiate for ESL students. Sign in sheets and agendas are kept to maintain records. All staff participates in ARIS Learn Learning Opportunities, an online professional development website. Teachers go online to view professional development tutorials. After each tutorial they must answer questions about what was viewed and try something from the video in their classroom. After they must follow up online commenting on how the professional development worked. The principal and assistant principals can view what each staff member has viewed and what they are currently working on.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. The parent coordinator of IS 204 conducts weekly parent workshops that target the needs of all students. These workshops include but are not limited to, the high school application process, ARIS Parent Link, CCLS, Special Education services, ELL services. Translation is available at every meeting. We conduct monthly Parent Teacher Association meetings. Notices and letters are translated to keep parents informed of school events and educational programs.

2. Through the Beacon Program our ELL parents/guardians can register in English classes at night.

3. Parent needs are determined through surveys, personal requests, PTA, SLT, meetings, phone calls and e-mails.

4. All activities are directed to meet the needs of the parents. Computer workshops enable parents to stay connected with their child's progress through ARIS. As well, our parents can obtain all school information through our school's website.

Translation services are available at all activities through IS 204 staff members.

We also keep our parents informed by:

IS 204 website

Engrade

Telephone Messages

Back packed notices

Monthly Calendar

Monthly newsletter

Parent Coordinator webpage

PTA

SLT meetings

Telephone Message System

School Sign

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: IS 204

School DBN: 30Q204

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|---------------------|----------------------|-----------|-----------------|
| Yvonne Leimsider | Principal | | 1/1/01 |
| Amanda Lazerson | Assistant Principal | | 1/1/01 |
| Julio Rosario | Parent Coordinator | | 1/1/01 |
| Sophia Nikolidakis | ESL Teacher | | 1/1/01 |
| James Adams | Parent | | 1/1/01 |
| Shana Baron | Teacher/Subject Area | | 1/1/01 |
| Kaitlin Regan | Teacher/Subject Area | | 1/1/01 |
| Maryanne O'Sullivan | 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: 30Q204 School Name: IS 204

Cluster: 4 Network: 410

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.

The school uses several sources of data. We use ATS Home Language reports, feedback from parents and school anecdotal data. Our parent coordinator and guidance counselors are our point people for making arrangements for translations, parent workshops, parent information nights and award ceremonies. The Assistant Principal and ESL coordinator studied the home language report (RHLA) to determine the languages spoken by the families of the students. For new admits to the school, the pupil accounting secretary surveys the parent during registration to determine translation needs.

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.

It was determined that ten different languages are spoken by the students of IS 204 and their families. Fifty-six percent speak Spanish, twenty percent speak Bengali, fourteen percent speak Bengali and the remaining ten percent speak various languages such as Urdu and Chinese. It was determined that several areas of translation were needed. It was determined that oral translation services were needed when incidents occur that require parents to come to school to discuss academic or disciplinary concerns. It was also determined that parents need translation of documents that get sent home via student backpacks.

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.

In house staff will translate written documents such as the monthly newsletter. Free web-based translation solutions are also used. Google translate services are used for written communication that is not critical information regarding student news. NYCDOE translation services will be utilized when documents are deemed critical or sensitive.

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.

2. In house staff translate oral person-to-person or phone conferences with parents on a regular basis.

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>.

The school provides a copy of the Bill of Parent Rights to each parent, whose primary language is a covered language or who requires language assistance. A link is provided on the school website for parents to access. A sign in each of the converted languages is posted in the main lobby. The school safety plan contains a provision and a procedure for parents in need of language assistance to be able to communicate with the administrative offices.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

| Part A: School Information | |
|--|-------------------------------------|
| Name of School: IS 204 | DBN: 30Q204 |
| Cluster Leader: | Network Leader: Alta Gracia Santana |
| This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: |
| Total # of ELLs to be served: 20 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: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The English Language Learner morning class provides ESL services to ELLs from 7:15 to 8:00 a.m. four mornings a week beginning in November and running through May for a total of 23 weeks for a total of 92 sessions of 45 minutes each. The two classes target long term English Language Learners as well as SIFE students. The instruction is provided by two licensed ESL teachers. Instruction focuses on literacy development, academic language, and content area skills through ESL strategies and methodologies. Using ELA content specific workbooks (ie. inferencing skills, identifying main idea, etc.) the teachers create small groups of students whose needs in ELA and ESL are similar and provides instruction based upon the skill. The morning program is designed to hold up to 20 at risk students from across all grade levels. The assessment tools being used are Achieve 3000, the NYCDOE ELA and Math Baseline and Interim Assessment as well as teacher created assessments and daily low inferencing tools.

A rich program of after-school activities take place five days a week (Monday-Friday). These services are provided by the school, City Year After School Heros Program and Beacon. These programs range from academically oriented to sports oriented. ELL's are encouraged to participate at all levels and many take advantage of these programs.

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: To assist the title III teacher's with monitoring the progress of the students in the title III program, the ELL leadership team meets every Wednesday to look at student data and plan for the instruction of their ELL's, which includes differentiation, grouping, writing interventions for ELL's and NYSESLAT Test Preparation. Additionally, teachers use common planning (once a week) built into their programs to share best practices and to plan collaboratively.

Professional development workshops are conducted by the CUNY NYSIEB through the school year. Topics include but are not limited to, Translanguaging, the ESL Classroom, Building Academic Vocabulary for English Language Learners, Cooperative Learning Classrooms, Setting Student Goals and Differentiating Instruction to reach all ELL's. All teachers are invited to attend.

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:

1. The parent coordinator conducts weekly meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any suggestions as soon as possible.
2. The ESL coordinator conducts parent workshops for ELL parents regarding standards based instructional activities.
3. Translators are provided at all meetings to help parents in their native language.
4. Parents are notified through backpacked flyers, monthly calendars and the school phone message system.
5. ESL classes are offered to parents at night through the after school BEACON program.

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 | | |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, | | |

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. |
|--|-----------------|---|
| instructional materials. <ul style="list-style-type: none">• Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | | |