



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: VIRGIL I. GRISSOM MIDDLE SCHOOL 226

DBN (i.e. 01M001): 27Q226

Principal: RUSHELL S. WHITE

Principal Email: RWHITE11@SCHOOLS.NYC.GOV

Superintendent: MICHELE LLOYD BEY

Network Leader: JOANNE BRUCELLA

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
Rushell White	*Principal or Designee	
Lawrence Knight	*UFT Chapter Leader or Designee	
Karen Rochard	*PA/PTA President or Designated Co-President	
Kimberly Machione	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	
Juliet Adams	Member/ Teacher, SLT Leader	
Francine Davis	Member/ Teacher	
Anthony Atongi	Member/ Teacher	
Peggy Premus	Member/ Paraprofessional	
Alisha Rahmin	Member/ Parent	
Aleatha Shaw	Member/ Parent	
Debbie Singh	Member/ Parent	
Tanya Bullen	Member/ Parent	
Deidre Carter	Member/ Parent	
Renit Grimes	Member/ Parent	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

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

School Information Sheet for 27Q226

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	1191	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	32	# SETSS	5	# Integrated Collaborative Teaching	10
Types and Number of Special Classes (2013-14)					
# Visual Arts	10	# Music	9	# Drama	10
# Foreign Language	19	# Dance	20	# CTE	N/A
School Composition (2012-13)					
% Title I Population	69.4%	% Attendance Rate			89.9%
% Free Lunch	69.3%	% Reduced Lunch			7.0%
% Limited English Proficient	5.1%	% Students with Disabilities			17.1%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	7.3%	% Black or African American			43.3%
% Hispanic or Latino	19.3%	% Asian or Native Hawaiian/Pacific Islander			28.2%
% White	1.8%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	2.17	# of Assistant Principals			3
# of Deans	N/A	# of Counselors/Social Workers			4
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			19.2%
% Teaching with Fewer Than 3 Years of Experience	6.3%	Average Teacher Absences			5.4
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	13.8%	Mathematics Performance at levels 3 & 4			13.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			35.6%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			87.2%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP				
Describe the strengths of your school's 12-13 SCEP.				
The strengths of our 12-13 CEP are that we referenced recommendations made during the JIT Review in 2010 for which we created and implemented certain action plans to address the areas. In developing the SCEP, we were able to bolster the action plans that we put in place to address instructional practices, curriculum, professional development and building a positive culture.				
Describe the areas for improvement in your school's 12-13 SCEP.				
The areas that we identified for improvement included teacher effectiveness, student performance, developing and administering rigorous performance tasks, improving learning environment, and increasing parental involvement in school community.				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
Some of the barriers that we encountered include not being able to provide students and parents with internal surveys to gauge whether we were meeting goal 4 which was, "By June 2013, there will be a 10% increase in Academic Expectations, Communication, Engagement, Safety and Respect based on our school created survey which students and staff will take." So we measured our progress by monitoring parental involvement in school activities and the rate of incidents in school.				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
Our SCEP for 12-13 was successfully implemented, monitored and revised.				
Were all the goals within your school's 12-13 SCEP accomplished?			Yes	X
If all the goals were not accomplished, provide an explanation.				
We were informed at a CSA meeting that the integrity of the Learning Environment Surveys would be compromised if we were to create a survey for the parents, staff and students to gauge their input on Academic Expectations, Communication, Engagement, and Safety and Respect. Therefore, we couldn't collect data from this source however we did use other methods to track the those four areas.				
Did the identified activities receive the funding necessary to achieve the corresponding goals?			Yes	X

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
The barriers and challenges that we face are that there are multiple goals, not just SCEP goals, that we must ensure are being met. Streamlining the measurement methods and the turnaround time to ensure that we are making modifications that will impact daily practices are also challenges.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
Although we are targeting sub-groups, we have a vast majority of students whose achievements must also be tracked.				
Describe how the school leader(s) will communicate with school staff and the community.				
Teachers participate in a weekly teacher team meeting, there are weekly memos sent to teachers from the supervisors and we communicate through e-mail as well.				
Describe your theory of action at the core of your school's SCEP.				
At the core of our SCEP, we have highlighted the need for professional development training to provide individualized instruction to students; collecting and reviewing data; and strategies needed to be flexible providers of knowledge.				
Describe the strategy for executing your theory of action in your school's SCEP.				
We have built into our structure Wednesday Teacher/Inquiry Team Meetings and Professional Development Schedules, and Monthly Subject and Grade Meetings. We've also built in opportunities for Per Diem Coverages for all day focused meetings.				
List the key elements and other unique characteristics of your school's SCEP.				
The unique characteristics include opportunities for supervisors to meet as a unit in order to sharpen their practices and to become masters of the expectations of CCLS and Danielson's Domains for Effective Teaching.				
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.				
We are absolutely more than capable of effectively overseeing and managing the improvement plan.				

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

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

Major Recommendation

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

“Strengthen academic tasks to ensure that higher order thinking is consistently emphasized and reflected across all grades and subjects and result in a diversity of learners being cognitively engaged. (1.1)”

Review Type:	Quality Review	Year:	2012-2013	Page Number:	4	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

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

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

Annual Goal #1

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

By June 2014, all students will experience Comprehensive Common Core Learning Standards aligned interim assessments as evidenced in the Datacation Program and student portfolios.

Instructional Strategies/Activities

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

▪ Strategies/activities that encompass the needs of identified subgroups

1. Teachers will attend professional development to implement Common Core Learning Standards Codex ELA Curriculum and CMP3 Math Curriculum provided by CFN, CITE (see B)
2. Supervisors will provide teachers with weekly support in teacher teams to analyze students’ work product.
3. Teachers will engage in monthly professional development in implementing the new curricula and ensure that the activities are aligned to CCLS.
4. Teachers will provide Response to Intervention methods in ELA and Math to Level 1 and 2 Students .
5. Selected teachers will provide accelerated enrichment to Advanced Regents Preparatory students afterschool using ARP materials in Math, Science and Spanish
6. Representatives from Alpha Omega will push into classes to provide ELA and Math Intervention Support to Lowest Third Students.

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

1. Teachers will engage in professional development provided by supervisors, CFN 210 representatives, Center for Integrated Teachers’ Education consultants, Teacher Leaders, Teacher Effectiveness Ambassador, Peer Instructional Coaches, and Demonstration Teachers.
2. Supervisors will provide teachers with guidelines and structures for teachers to accomplish their weekly goals in analyzing student work.
3. Teachers will engage in professional development provided by supervisors, CFN 210 representatives, Center for Integrated Teachers’ Education consultants, Teacher Leaders, Teacher Effectiveness Ambassador, Peer Instructional Coaches, and Demonstration Teachers.
4. Teachers will engage Level 1 and 2 students in an after school and Saturday ELA and Math programs.
5. Selected teachers will provide accelerated enrichment to Advanced Regents Preparatory students afterschool using ARP materials in Math, Science and Spanish
6. Representatives from Alpha Omega will push into classes to provide ELA and Math Intervention Support to Lowest Third Students.

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

1. Supervisors will monitor trends of professional development during short frequent cycles of observations and review of monthly student products.
2. Teacher Teams will analyze student products weekly and design instructional strategies to address needs of their students.
3. Teachers will implement a new strategy or a refined strategy gained from professional development and reflect on its implementation based on student engagement and work products.
4. Students will engage in quarterly assessments, which will be collected and analyzed for trends and progress.
5. Participating ARP Students will engage in quarterly assessments, which will be collected and analyzed for trends and progress.

6. Lowest Third Students will engage in quarterly assessments, which will be collected and analyzed for trends and progress.

Timeline for implementation and completion including start and end dates

1. Ongoing from November 2013 to June 2014.
2. Ongoing from November 2013 to June 2014.
3. Ongoing from November 2013 to June 2014.
4. Ongoing from November 2013 to June 2014.
5. Ongoing from November 2013 to June 2014.
6. Ongoing from November 2013 to June 2014.

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

1. 7 Sessions x 40 Teachers x Per Diem Rate = P/F Allocation = See Galaxy
7 Sessions x 1 Consultant x Consultant Fee = P/F Allocation= See Galaxy
2. 25 Sessions x 4 Supervisors x 4 Hours Per Session Rate = P/F Allocation = See Galaxy
3. 6 Sessions x 12 Teachers x 4 Hours of Per Session Rate = PF Allocation = See Galaxy
4. 25 Sessions x 5 Teachers x 4 Hours Per Session Rate= P/F Allocation = See Galaxy
25 Sessions x 4 Teachers x 4 Hours Per Session Rate = P/F Allocation = See Galaxy
5. 25 Sessions x 3 Teachers x 4 Hours Per Session Rate = P/F Allocation= See Galaxy
300 books x cost= P/F Allocation = See Galaxy
6. 25 Sessions x 3 Consultants x Consultant Fee = P/F Allocation = See Galaxy

Budget and Resource Alignment

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

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

X Teacher Incentive Fund

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

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

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

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

Major Recommendation

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

"Deepen the use of formative assessments data to support instructional planning in order to make adjustments to meet the learning needs of all students. (2.2)"

Review Type:	Quality Review	Year:	2012-2013	Page Number:	5	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

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

X	3.2 Enact curriculum		3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, in order to increase student performance in English Language Arts, there will be a 5% increase of student performance on interim assessments for Students with Disabilities in grades 6, 7, and 8

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups	
<ol style="list-style-type: none"> Teachers of SWD will engage in monthly professional development provided by supervisors, CFN 210 representatives, Teacher Leaders, Demonstration Teachers and the Teacher Effectiveness Ambassador. Teachers will analyze interim assessments during teacher team weekly meetings to track trends. Supervisors and teachers will engage in identifying strategies to utilize in instructional practices to meet student needs. 	
B. Key personnel and other resources used to implement each strategy/activity	
<ol style="list-style-type: none"> Teachers of SWD will provide instruction utilizing Codex and Achieve 3000 to students Supervisor of Teachers with SWD's will monitor trends of student work products and provide professional development to Teachers of SWD. Teachers of SWD will implement a new strategy or a refined strategy gained from professional development and reflect on its implementation based on student engagement and work products 	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
<ol style="list-style-type: none"> Supervisor of SWD will monitor trends of professional development during short frequent cycles of observations and review of monthly student products. Teachers of SWD on ELA Teacher Teams will analyze student products weekly and design instructional strategies to address needs of their students. Teachers of SWD will implement new strategies or refined strategies gained from professional development and reflect on its implementation based on student engagement and work products. 	
D. Timeline for implementation and completion including start and end dates	
<ol style="list-style-type: none"> Ongoing from September 2013 to June 2014. Ongoing from September 2013 to June 2014. Ongoing from September 2013 to June 2014. 	
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity	
<ol style="list-style-type: none"> 7 Sessions x 40 Teachers (16 of whom are SWD Teachers) x Per Diem Rate = P/F Allocation = See Galaxy NA 25 Sessions x 4 Supervisors (2 of whom are SWD and ELA Supervisors) x 4 Hours Per Session Rate = P/F Allocation = See Galaxy 	

Budget and Resource Alignment

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

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

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

Major Recommendation

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

"Develop more effective teaching strategies across classrooms to include consistently offering multiple entry points to students in order to generate high levels of student participation and thinking to promote deeper learning. (1.2)"

Review Type:	Quality Review	Year:	2012-2013	Page Number:	5	HEDI Rating:	D
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Tenet 4: Teacher Practices and Decisions

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

X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014, all teachers will engage in professional development to improve their instructional practices measured by Danielson's Framework for Effective Teaching, as evidenced by Short Frequent Observations in the Advanced Platform.

Instructional Strategies/Activities

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

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

- Supervisors will engage in weekly professional development on 22 competencies of Danielson's Framework for Effective Teaching.
- Teachers will engage in monthly professional development on effective practices using Danielson's Framework for Effective Teaching.
- All teachers will receive a minimum of 4-6 short frequent cycles of observations using Danielson's Framework for Effective Teaching.

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

- Supervisors will engage in professional development provided by CFN, CITE, and the School's Supervisor Leadership Institute.
- Academy Supervisors, CITE representatives, Teacher Effectiveness Ambassador, Teacher Leaders will provide Danielson's professional development to Teachers monthly.
- Supervisors will observe all teachers and provide effective and immediate feedback to teachers to improve their practices.

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

- Supervisors will meet weekly to review each other's teacher feedback and next steps.
- Supervisors and Teacher Leaders will conduct short frequent cycles of observations to monitor teacher progress and student engagement.
- Supervisors will observe all teachers and provide effective and immediate feedback to teachers to improve their practices.

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

- Ongoing from September 2013 to June 2014.
- Ongoing from September 2013 to June 2014.
- Ongoing from September 2013 to June 2014.

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

- 25 Sessions x 4 Supervisors x 4 Hours Per Session Rate = P/F Allocation = See Galaxy
- 6 Sessions x 12 Teachers x 4 Hours Per Session Rate= P/F Allocation=See Galaxy
- NA

Budget and Resource Alignment

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

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

X Teacher Incentive Fund

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

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

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

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

Major Recommendation

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

Do students, parents, teachers feel that the school creates a physically and emotionally secure environment in which everyone can focus on student learning? Safety and Respect- 6.4 out of 10

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	1	HEDI Rating:	NA
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Tenet 5: Student Social and Emotional Developmental Health

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

X	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

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

By June 2014, in order to increase positive behavioral interactions, all students will participate in a school wide Positive Behavioral Intervention Service Program, as evidenced by a 5 percent decrease in Principal’s suspensions in the Online Occurrence Reporting System.

Instructional Strategies/Activities

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

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

1. Teachers will participate in professional development on Positive Behavior Intervention Services.
2. Teachers will engage all students in the PBIS matrix.
3. Students will receive reward incentives for effectively demonstrating PBIS qualities.
4. Students will redeem rewards (Starbucks) at the PBIS store.
5. Deans will monitor the effectiveness of PBIS programs on suspension rates.
6. An afterschool mediation program will be established and operated by Deans and PBIS members to address conflicts and student infractions.

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

1. Teachers will work with PBIS team members to gain strategies in implementing the program.
2. PBIS members will attend professional development provided by CFN.
3. Teachers will reward students with Starbucks for effectively demonstrating PBIS qualities.
4. Starbuck store will be monitored and managed by PBIS Team Leaders and Student Government Representatives.
5. Deans will review monthly infractions and work with Supervisor of Safety and Security to appropriately address issues.
6. Deans and School Conflict Resolution Representatives will provide ongoing support.

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

1. Teachers will work with PBIS team members to gain strategies in implementing the program and monitor progress monthly.
2. PBIS members will attend professional development provided by CFN and implement strategies gained.
3. Teachers will reward students with Starbucks for effectively demonstrating PBIS qualities.
4. Starbuck store will be monitored weekly and managed by PBIS Team Leaders and Student Government Representatives.
5. Deans will review monthly infractions and work with Supervisor of Safety and Security to appropriately address issues.
6. Deans and School Conflict Resolution Representatives will provide ongoing support.

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

1. Ongoing from September 2013 to June 2014.
2. Ongoing from September 2013 to June 2014.
3. Ongoing from September 2013 to June 2014.
4. Ongoing from September 2013 to June 2014.

5. Ongoing from September 2013 to June 2014.

6. Ongoing from September 2013 to June 2014.

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

1. NA
2. NA
3. NA
4. General Supplies Consumables = P/F Allocation
5. 25 Sessions x 4 Teachers x 4 Hours Per Session = P/F Allocation= See Galaxy
6. 25 Sessions x 4 Teachers x 4 Hours Per Session = P/F Allocation= See Galaxy

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

"The school leader should work with the Network and the AP responsible for students with disabilities and ELLs to plan PD for ELLs and students with disabilities teachers. Regular on-going PD opportunities for teachers of ELLs and students with disabilities should be included in the PD calendar of activities offered to staff."

Review Type:	JIT Review	Year:	April 2011	Page Number:	9	HEDI Rating:	NA
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Tenet 6: Family and Community Engagement

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

X	6.2 Welcoming environment	X	6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities	X	6.5 Use of data and families

Annual Goal #5

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

By June 2014, in order to increase community engagement, the school will engage the community including English Language Learners, Students with Disabilities through outreach and parent workshops, meetings and events as measured by a five percent increase in attendance at parent workshops, as evidenced by agendas and sign in sheets.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. ELL Teacher will provide professional development workshops to parents of ELL students to cover various topics including student performance.
2. PTA board members and parent coordinator will work closely with school representatives to provide parent workshops on various topics.
3. Parents will be provided with instructional tips and other materials with which to engage students at home.
4. Parents of SWD's will engage in professional development workshops on strategies to be used with their children.
5. Parents will engage in quarterly celebratory events around student performance, behavior, and attendance.

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

1. ELL Parent workshops will be provided to parents by the ELL Teacher.
2. Parent Coordinator, PTA President , Secretary and Treasurer will meet with Principal to plan parent workshops and PTA agendas.
3. Parents will be provided with instructional tips and other materials by teachers, supervisors and consultants on various topics.
4. Professional development workshops will be provided to parents of SWD's by supervisors, teachers and consultants.
5. Supervisors, Teacher Leaders and Parent Coordinator will plan celebratory events for students

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

1. ELL Teacher will monitor parental involvement by reviewing attendance to workshops. This will determine strategies to implement to meet the goal.
2. Parent coordinator and PTA Board Members will survey parents following each workshop.
3. Parent Coordinator will survey parents about the materials provided to inform future decisions about materials.
4. Parents of SWD's will engage in written and verbal surveys following workshops. Data will be collected to inform future workshops.
5. Parent Coordinator will compare attendance at each celebratory event to gauge the progress of meeting an increased parental involvement goal.

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

1. Ongoing from November 2013 through June 2014
2. Ongoing from November 2013 through June 2014
3. Ongoing from November 2013 through June 2014
4. Ongoing from November 2013 through June 2014
5. Ongoing from November 2013 through June 2014

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

1-6 Parent Workshop Materials- General Supplies=- P/F= See Galaxy

Budget and Resource Alignment

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

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

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	Response to Intervention Reading Program Open to 1300 Students	Small Group Instruction	Before and After School, Saturday School
Mathematics	Response to Intervention Math Program Open to 1300 Students	Small Group Instruction	Before and After School, Saturday School
Science	Earth Science Regents Preparation Open to 1300 Students	Small Group Instruction	Before and After School, Saturday School
Social Studies	Reinforcing Literacy Strategies Using SS Content	Small Group Instruction	During School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Group Counseling Sessions	Small Group Counseling	During School Day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We utilize the Teacher Finder System to advertise and review resumes of possible candidates. We then reach out to CFN who provide us with information as to teacher effectiveness based on past performances and evaluations. Following that process, we have candidate interview and conduct demonstration lessons to students who then evaluate performance. Teacher is then provided mentor/buddy and professional development to assist him/her in gaining strategies in best instructional practices.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All staff engage in monthly professional development provided by consultants, CFN representatives, CSA, UFT and Teacher Leaders in strategies that will enable students to meet Common Core State Standards.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Consultant works with our at-risk students to provide conflict resolution and violence prevention services.

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 work in inquiry teams and with their supervisors in deciding on and creating assessments that are aligned to CCSS.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

**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 27	Borough Queens	School Number 226
School Name Virgil I. Grissom		

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 Ms. Rushell White	Assistant Principal Ms. Jennifer Shirley-Brown
Coach N/A	Coach N/A
ESL Teacher Ms. Kaitlyn Mele	Guidance Counselor N/A
Teacher/Subject Area Ms. Marissa Skoros/Special Ed.	Parent Ms. Shaw
Teacher/Subject Area N/A	Parent Coordinator Ms. Bethea
Related Service Provider N/A	Other N/A
Network Leader(Only if working with the LAP team) N/A	Other N/A

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	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	1	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)	1195	Total number of ELLs	58	ELLs as share of total student population (%)	4.85%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	16
SIFE	4	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	19

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	32	4	2	7	0	3	19	0	11	58
Total	32	4	2	7	0	3	19	0	11	58
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
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							2	12	20					34
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							1	0	1					2
Urdu							2	1	3					6
Arabic							1	0	4					5
Haitian							1	2	0					3
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	1	2					3
Polish							0	0	0					0
Albanian							0	0	0					0
Other							0	2	3					5
TOTAL	0	0	0	0	0	0	7	18	33	0	0	0	0	58

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)							7	8	2					17
Intermediate(I)							6	10	8					24
Advanced (A)							5	9	15					29
Total	0	0	0	0	0	0	18	27	25	0	0	0	0	70

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	10	3	0	0	13
7	11	0	0	0	11
8	19	0	0	0	19
NYSAA Bilingual (SWD)	0	0	0	0	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	10	0	2	0	1	0	0	0	13
7	9	0	6	0	0	0	0	0	15
8	21	0	2	0	0	0	0	0	23
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math <u>N/A</u>	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other <u>N/A</u>	0	0	0	0
Other <u>N/A</u>	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Paste response to questions here:

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
For most of our ELLs, their scores are highest in the listening and speaking modalities, and lowest in the reading and writing modalities. On the LAB-R, there has been an increase in the number of students who are unable to answer any test questions.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Most of our ELLs score highest in the listening and speaking modalities, and lowest in the reading and writing modalities. This will affect instructional decisions in a couple of different ways. For new comers, their learning can be assessed through oral and aural means as their literacy emerges. For more advanced ELLs, their instruction can focus on reading and writing so as to help strengthen those skills. The staff members who make instructional decisions for our ELLs are: Ms. Mele, Ms. Skoros, Ms. Goodman, Ms. McCoy, Ms. Pisano, Ms. Hunter, Ms. Espinal, and Mr. Greco.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a) Most of our ELLs score highest in the listening and speaking modalities, and lowest in the reading and writing modalities. Data regarding English versus Native Language testing is not available.
 - b) Data from the ELL Periodic Assessments is used to create and adjust students groups accordingly. Students are grouped both homogeneously and heterogeneously, depending upon the objective of the lesson/activity. The ELL Periodic Assessments aid teachers in recognizing strengths and weaknesses in ELLs, and lessons are planned accordingly. For example, in order to make the curriculum more accessible, a teacher may use the Periodic Assessment data to create a lesson in which a student strong in listening skills can experience a text aurally.
 - c) From the periodic assessments, the school is learning that ELLs are typically stronger in listening and speaking than they are in reading and writing. The ELL Periodic Assessments aid teachers in recognizing strengths and weaknesses in ELLs. Native Language is used supplementally, as necessary.
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?
The means in which a student demonstrates understanding or participates in the lesson can be adjusted accordingly, depending upon proficiency level. For example, students can demonstrate understanding physically (TPR) or orally, if they are not yet strong writers. In order to monitor second language development, we examine data from periodic assessments, classroom assessments, benchmark assessments, MOSL assessments, and reports generated from an individualized software program called Imagine Learning. All teachers who work with ELLs are provided with professional development to aid them in developing best practices and to ensure they are all teaching in a way that will build students' English Language skills.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our programs for ELLs is evaluated based upon our AYP, CEP, ELL Periodic Assessments, benchmark assessments, state exams and teacher-created assessments. We also measure success by examining reports generated by an individualized software program called Imagine Learning. According to our school report card from 2012-2013, our 56% of our ELLs showed growth last year.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) For initial identification, the ESL Teacher (Ms. Mele) screens the family to determine dominant language, and administers the HLIS in the appropriate language. An informal interview is conducted with Ms. Mele and either Ms. Espinal, Mr. Morales, or Ms. Colman.

The ESL teacher then examines the HLIS and determines whether or not a language other than English is spoken. If another language is spoken, the ESL teacher administered the LABR in listening reading and writing within ten days of enrollment. The LABR is hand scored and the proficiency level is determined. If the level is beginning or intermediate, the child services service eight times per week. If the level is advanced, the child is serviced four times per week, for the duration of the school year.

If a Spanish speaking student fails the LABR, he or she is given the Spanish LAB.

Steps taken to annually assess these students- All ESL students are tested with the NYSESLAT in all four modalities in order to afford them the opportunity to test out of the program or move to a higher level.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines. Twice a year in October and February, or as the situation demands (within 20 days of enrollment of any new admits), the school conducts a parent orientation meeting in order to familiarize parents with the initial screening process and the program (s) available. The ESL Coordinator (Ms. Mele) conducts the orientations. Parents are shown a video in their home language describing the programs (s) available and are given the opportunity to ask questions. Whenever possible translators are utilized to speak to the parents. After the video, a selection form is completed by the parent in their home language. A brochure in their dominant language is disseminated to the parents, supplied by the BOE. For parents who chose TBE or DL, should the program become available they are notified via phone calls and letters home informing them of the availability and to request a meeting.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

NYSESLAT and LAB-R eligibility is determined using the RLER report in ATS. Continued Entitlement and Entitlement Letters are distributed to the parents at the beginning of the school year, and on a rolling basis as necessary. Selection Form Letters are completed and handed in at the Parent Orientation Meeting. If the parent does not attend the meeting, the packet is sent home with a follow up phone call with the instructions. The ESL Coordinator (Ms. Mele) is responsible for distributing and collecting the Parent Survey and Program Selection forms. Forms are continuously stored in a locked closet.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language. Students whose parents selected ESL are immediately placed in our ESL program. Students whose parents selected TBE or DL are placed in our ESL program while the ESL Coordinator (Ms. Mele) works with parents to explore other school options in the area. If the parent chooses to keep their child in ESL, their program choice is kept on file and they are notified if their program choice becomes available. In the event that translation is necessary, Mr. Morales, Ms. Espinal, Mr. Hernandez, or Ms. Colman are available to assist. Entitlement letters are distributed to parents at the parent orientation and on a rolling basis as necessary. Once the parent choice is made, the ELPC screen is updated (within 20 days of enrollment).

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. The NYSESLAT is administered in accordance with the testing calendar, beginning with the Speaking test and continuing with the Listening, Reading, and Writing. Students are pulled individually for the Speaking test. The test is administered by the ESL teacher, and simultaneously hand scored by an independent teacher (Ms. Skoros). For the remaining sections of the exam (listening, reading, and writing), students are pulled and administered the exam in groups by grade level. NYSESLAT eligibility is determined by the RLER report in ATS.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After reviewing the Parent Surveys and Program Selection over the past few years the trends show that parents are requesting ESL services (more than 75%). Programs are aligned with parent requests. Should the trend change, the school will examine other program options, such as TBE or DL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a) organizational models: Our ELLs are serviced mostly through push-in co-teaching. ELLs whose IEPs dictate that they spend most of their day in a self-contained or ICT setting typically receive services on a pull-out basis.
 - b) Our program model is a heterogeneous block model. Our 6th grade ELLs all travel in the same class (unless their IEP states otherwise), with their proficiency levels mixed. The 7th and 8th grade ELLs have the same program model.
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)?
 - a) General Education ELLs typically receive service on a push-in basis. The ESL teacher pushes in during blocks of ELA instruction, which are approximately 90 minutes per day. The ESL teacher is present for 4 blocks per week. Our 7th grade general education ELLs are serviced by their math and ELA teachers, as both are ESL certified. These students visit their math and ELA teacher approximately eight times each per week, for 45 minutes at a time.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content areas are delivered in English in both whole group and small group instruction, most often in a co-teaching/push-in setting. The workshop model is used - model/direct instruction, guided instruction, cooperative group work, independent practice, summary and reflection. Supplementary materials are used as necessary, including technology, texts and materials of various difficulty levels, glossaries, picture dictionaries, etc. Materials used include Code X, CMP3 in both English and Spanish (Native Language Support), Imagine Learning Software (Native Language Support). The ESL Teacher provides content area support through small group instruction on a push-in basis, vocabulary support, background knowledge/context support,

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

N/A

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

Throughout the year, assessments are created which cater to each of the four modalities. Informal total physical response (TPR) assessments check for comprehension, students have opportunities to demonstrate mastery orally (ex: giving a presentation/speech), in writing (ex: essays and projects), through reading (ex: passages), and through listening by participating in class discussions. Periodic assessments, benchmark assessments, performance tasks, and MOSL assessments are also used. Students are assessed formally a minimum of one time per month.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a) Our SIFE students benefit from small group instruction, after-school Title III/intervention programs, and personalized educational technology

b) Our newcomers benefit from small group instruction, native language resources where applicable, after-school Title III/intervention programs, and personalized educational technology.

c) 4-6 year ELLs receive push-in services which deliver whole group and small group instruction according to the workshop model. During class time, they receive language acquisition help (vocabulary, context clues, strategy development, etc.), and grammar, structure, and syntax development when writing. They also benefit from after-school Title III/intervention programs, and personalized educational technology.

d) Long-term ELLs receive heterogeneous push-in services which deliver whole group and small group instruction according to the workshop model. During class time, they receive language acquisition help (vocabulary, context clues, strategy development, etc.), and grammar, structure, and syntax development when writing. They also benefit from after-school Title III/intervention programs, and personalized educational technology.

e) Our former ELLs continue to be placed in ESL classes with their ELL peers. They receive heterogeneous push-in services which deliver whole group and small group instruction according to the workshop model. They are grouped with their EP peers as appropriate. During class time, they receive language acquisition help (vocabulary, context clues, strategy development, etc.), and grammar, structure, and syntax development when writing, as appropriate. They also benefit from after-school intervention programs. They continue to receive testing accommodations: separate location, time and a half,

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?

Teachers of ELL-SWDs use grade-level materials such as Code X and CMP3, as well as differentiated materials such as Achieve 3000 and Imagine Learning. Code X and CMP3 are CCLS aligned and onn grade level. Achieve 3000 and Imagine Learning accelerate English Language acquisition by individualizing the materials and tailoring them to the students' needs, based upon language proficiency and disability. In their classrooms, they employ the workshop model, delivering direct/modeled instruction, whole group guided instruction, cooperative group work, and summary and reflection. Within their data-driven small groups, teachers provide multiple access points through the use of differentiated materials to aid in language acquisition, or as needed, according to the IEP. ELL SWDs receive services in the correct program based upon the parent choice. The number of minutes of service is determined by proficiency level.

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?

At our school, scheduling is done flexibly. ELL-SWDs are frequently serviced on a pull-out basis, however based upon data and teacher communication, they can be serviced on a push-in basis when deemed appropriate. Teachers use differentiated technology and materials as one means of providing multiple access points for ELL-SWDs (Achieve 3000, Imagine Learning,

etc.). As with all SWDs, ELL SWDs are placed in their classes (ICT, self contained, etc.) based on the evaluation and recommendation of our special education department.

Courses Taught in Languages Other than English

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

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

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

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

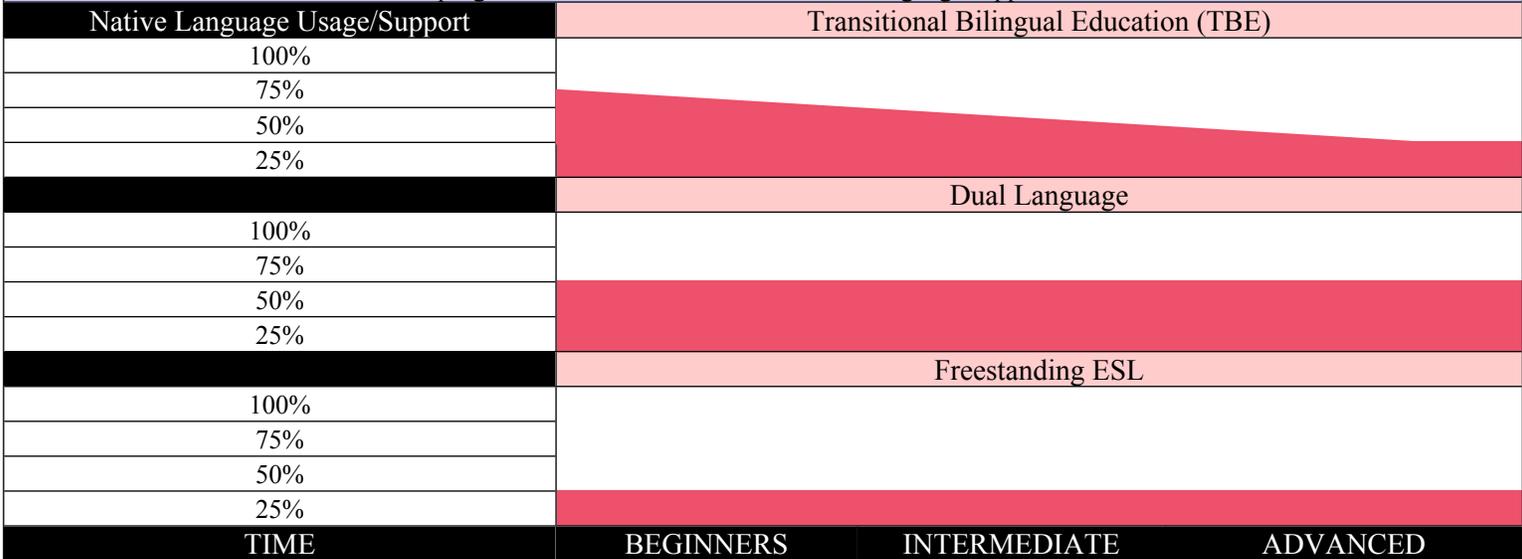
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- We offer a 4 hour per week Title III After-School intervention program. All ELL subgroups are targeted. This year, newcomers will be participating in a program that will be designed specifically for them, with materials from the Access Newcomers series. All ELLs will also be using Imagine Learning, an interactive computer based program which provides instruction in Science, Math, and Social Studies. Students also engage in ELA access through the reading program Achieve 3000. Non newcomers will also be using Code X and Kaplan materials. All services will be offered in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Based upon data on our most recent school report card showing 56% ELL growth, our program is effective in meeting the needs of our ELLs in both content and language development. All teachers who instruct ELLs in our school are aware of who their ELLs are - they are provided with professional development monthly.
11. What new programs or improvements will be considered for the upcoming school year?
- The newcomers program is this year's new consideration.
12. What programs/services for ELLs will be discontinued and why?
- Due to the growth that the data has shown, no programs/services will be discontinued this year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We offer a 4 hour per week Title III After-School intervention program. All ELL subgroups are targeted. This year, newcomers will be participating in a program that will be designed specifically for them, with materials from the Access Newcomers series. All ELLs will also be using Imagine Learning and Achieve 3000 software. Non newcomers will also be using Code X and Kaplan materials. All services will be offered in English. ELLs are also welcome to participate in any of our other programs that we offer, including extra curriculums such as student government, baseball, drama, dance, newsletter, library 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)?
- Achieve 3000, Imagine Learning, Access Newcomers (newcomers only), CMP3 in Spanish, bilingual glossaries. Achieve 3000 and Imagine Learning regularly assess students and tailor the material to meet their needs. Access Newcomers, CMP3, and Code X are all implemented in the classroom on a regular basis.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native Language support is delivered through bilingual glossaries, select bilingual reading passages, Imagine Learning, and CMP3 (Spanish only).
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The Access Series, Achieve 3000, and Imagine Learning all take students' ages and grade levels into consideration. The material presented to the students is age appropriate, and the material is differentiated so it is on the child's reading level, and thus accessible to the child.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- All of our students are invited to participate in a grade-level orientation every August. This orientation familiarizes students with their academy, gives them an opportunity to purchase their uniforms, and obtain their ID cards. In addition, the ESL coordinator is present to speak to any newly enrolled ELLs and help them get acclimated to the school.
18. What language electives are offered to ELLs?
- Many of our ELLs study Spanish as a Foreign Language.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 - 1.) ELL teachers will continue to attend monthly CFN PDs and PDs advertised by OELL. This PD is turnkeyed to guidance, assistant principals, secretaries, parent coordinators and special education teachers.
 - 2.) OELL provides professional development to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards. These PDs support teachers in delivering common core aligned instruction by providing them with vocabulary and context strategies, assessment strategies, accessibility strategies, data analysis
 - 3.) When transitioning to middle school, all of our students are invited to participate in a grade-level orientation every August. This orientation familiarizes students with their academy, gives them an opportunity to purchase their uniforms, and obtain their ID cards. In addition, the ESL coordinator is present to speak to any newly enrolled ELLs and help them get acclimated to the school. When transitioning to high school, the ESL coordinator works with teachers to ensure all information is received at home (application deadlines, test dates, high school open houses, etc.). Teachers and guidance counselors keep communication open with parents in order to help ensure students are able to enter the high school of their preference.
 - 4.) The ESL coordinator provides the staff with professional development on topics such as: educational strategies (in classroom, and planning), various assessment types, educational materials, testing accommodations, mandated services, parental involvement, etc. Staff engages in data analysis, investigation of best practices, open discussions, question/answers. Staff includes Gen Ed teachers, Special Ed teachers, paraprofessionals, guidance counselors, pupil personnel secretary. Attendance sheets, agendas, and/or activity packets are maintained.

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.) ELL parents are invited to August orientation, ELL parent orientations, open school nights, parent teacher conferences, PTA meetings, and any other events that occur at the school. Written messages are translated by translation services and phone messages are translated into native languages.
 - 2.) Not at this time.
 - 3.) The needs of parents are evaluated through the use of data from HLIS, parent surveys, program selection forms, and open communication with teachers and the ESL coordinator. All forms are translated by the DOE. Our parent coordinator is on site to answer any questions our parents may have.
 - 4.) Parental involvement activities address the needs of our ELL parents by answering any questions/concerns they might have, distributing important information (such as high school admissions, upcoming exams, graduation requirements, etc.), and discussing the needs of individual children with their parents/guardians. At this time, most parent activities are informational meetings. Translation is done on-site by staff members.

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.

N/A

Part VI: LAP Assurances

School Name: Virgil I. Grissom, M.S. 226

School DBN: 27Q226

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Rushell White	Principal		12/9/13
Ms. Jennifer Shirley-Brown	Assistant Principal		12/9/13
Ms. Bethea	Parent Coordinator		12/9/13
Ms. Kaitlyn Mele	ESL Teacher		12/9/13
Ms. Shaw	Parent		12/9/13
Ms. Marissa Skoros (Spec. Ed)	Teacher/Subject Area		12/9/13
N/A	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
N/A	Coach		1/1/01
N/A	Guidance Counselor		1/1/01
N/A	Network Leader		1/1/01
N/A	Other <u>N/A</u>		1/1/01
N/A	Other <u>N/A</u>		1/1/01
N/A	Other <u>N/A</u>		1/1/01
N/A	Other <u>N/A</u>		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q226** School Name: **Vigil I. Grissom, MS 226**

Cluster: **2** Network: **210**

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 data used to assess our school's written translation and oral interpretation needs comes from the Home Language Identification Survey. Specifically, the bottom section which asks parents in what language they would like to receive oral and written communication from the school. For parent letters, our school uses the schools.nyc.gov website (<http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information.htm>) as a resource, because parent letters are translated into fifteen different languages

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.

According to the Home Language Identification Surveys completed by parents, Spanish is the dominant foreign language spoken by families at MS 226. Punjabi is the second most spoken foreign language. This information was reported to the school community via a complete list of all ELLs which included their official class number, their entry date into NYC schools, and their home language.

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.

For our Spanish speaking families, we have many staff members who can provide in-house translation services. For other languages, we can utilize the DOE Translation Service via the procedures listed on their website (<http://schools.nyc.gov/Offices/Translation/TranslationServices/Default.htm>).

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

For our Spanish speaking families, we have many staff members who can provide in-house interpretation services. For other languages, we can either utilize our translation/interpretation funding allocation for on-site, school-based events, or we can utilize the DOE Over-the-Phone Interpretation Service via the procedures listed on their website (<http://schools.nyc.gov/Offices/Translation/PhoneInterpretationServices/Default.htm>).

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>.

Part A: MS 226 will mail home and send home with each appropriate child a copy of the Bill of Parent Rights and Responsibilities (as found at: <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Respo> nsibilities.htm) translated into the appropriate covered language. Part B: MS 226 will prominently display signs in the covered languages which indicate the availability of interpretation services at the main entrance (signs are found at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>). Part C: Part D does not apply to MS 226 at this time. Part E: MS 226 will inform parents that they can access the DOE website for materials translated into the covered languages at any time.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Virgil I. Grissom	DBN: 27Q226
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 78
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 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: Imagine Learning and Achieve 3000 are software based programs designed especially for ELLs. These programs focus on vocabulary development, reading comprehension strategies, and higher order thinking skills. They are also Level based after pre-test is given. Students move along at their own pace and lessons are designed to meet their specific needs. Language support is provided in a variety of languages to address all of our ELL population. Achieve 3000 is interactive so teachers can work with the students. As New York City prepares to adopt the new CCLS, Achieve 3000 and Imagine Learning have already aligned instructional materials to Common Core in the areas of reading, writing and speaking. And, additional supports have been added in an effort to prepare students for the rigor of college and the workforce.

The after-school program design allows for one teacher per group with a teacher ratio of 15-20. ELLs in the 6th, 7th, and 8th grade will be utilizing both, the Achieve 3000 and Imagine Learning. Achieve 3000 will run for approximately 14.5 weeks @ two hours per week beginning November 29, 2012 and ending March 21, 2013. Imagine Learning will run approximately 14.5 weeks at four hours per week beginning November 29, 2012 and ending March 21, 2013. There will be two certified ELL teachers working with our ELLs during the after-school program. Certified ELL teachers are Kaitlyn Mele and Persida Espinal. Two content area teachers will be working with our ELLs during the after-school program; they are Francine Davis (social studies) and Marissa Skoros (special education). As there are currently 64 ELL students, there will be 4 groups with 16 students in each group. Each group will meet on Tuesdays and Thursdays from 3:20 - 5:20pm. The teachers will utilize the Imagine Learning and Achieve 3000 programs to engage these students. Each ESL teacher will rotate with a content area teacher class to support the ELL students. As for the regular instructional periods during the day, Ms. Mele pushes into the classes with content area teachers where ELL students are assigned. She provides ELL instruction that supports the content area while addressing the students' ELL needs. Ms. Mele meets with each teacher to plan on a weekly basis so that she prepares materials that support the content and address the students' needs.

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: For Achieve 3000 there was an introductory professional development offered before the program started. There are additional on line professional developments which are offered throughout the year. For Imagine Learning, there are two professional developments offered by staff

Part C: Professional Development

developers for the company. There is also support available to come in and provide extra P.D. if necessary. P.D. will be in either one or two half day sessions, and on-line at the teacher's convenience. Topics will include basic overview of the program. The Assistant Principal and ELL teacher will provide by monthly professional development to teachers of ELLs. Topics include

1. Differentiation of instruction
2. ELL strategies
3. CCLS, and using data to drive instruction

During the month of January, a representative from Imagine Learning will be coming in for a follow-up on a PD that took place last year.

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: Two mandated orientation sessions are scheduled for December and February. During these sessions, parents will receive an information package describing all three program choices and what is available at M.S. 226. For further clarification, a detailed video, descriptive of the program is viewed and discussed. Additional sessions are provided as needed to meet the needs of newly arrived ELLs. Workshops in the native language of the parents are given on topics such as school procedures, rights and responsibilities of parents and students, school grading policy, and procedures for parent-teacher conferences. Written communications including progress reports, meeting notices, brochures and fliers are sent home to parents in English and translated versions where applicable. Monthly PTA meetings are held, along with monthly performances are held by the Humanities Academy. The Assistant Principal and ELL teacher will provide by monthly professional development to teachers of ELLs. Topics include differentiation of instruction, ELL strategies, CCLS, and using data to drive instruction. During the month of January, a representative from Imagine Learning will be coming in for a follow-up on a PD that took place last year.

The Parent Coordinator supports efforts to involve parents in the school and community. On August 29, 30, and 31 a parent-orientation was held by the Parent Coordinator for parents of 6th, 7th, and 8th grade students. On October 6, in partnership with Community Based Organizations, the school held its 3rd annual Back-to-school barbecue. On October 24, The ESL Coordinator, Ms. Mele, and guidance counselor, Mr. Morales, hosted a parent orientation for parents of new ELLs.

Interpreters such as our paras, and other school personnel, facilitate communication with parents in native language where available. MS 226 evaluates the needs of the parents through the Parent Coordinator, learning environment surveys and monthly PTA meetings.

Parents will be notified by monthly newsletter, phone messenger, school website and backpacks sent

Part D: Parental Engagement Activities

home with students.

Part E: Budget

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

Allocation Amount: \$11664

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, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		