



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S./I.S 270 Q , THE GORDON PARKS SCHOOL

DBN (i.e. 01M001): 29Q270

Principal: CHAYVONNE HARPER

Principal Email: CHARPER2@SCHOOLS.NYC.GOV

Superintendent: LENON MURRAY

Network Leader: JOANNE JOYNER-WELLS

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
Chayvonne Harper	*Principal or Designee	
Nyree Whittaker-Roth	*UFT Chapter Leader or Designee	
Nicole Hammond	*PA/PTA President or Designated Co-President	
Javan Evans	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	
Laurel Paul	Member/ UFT	
Shelley Burt	Member/ UFT	
Lisa Allen	Member/ CSA	
Milecent Shields	Member/ Parent	
Caroline Johnson	Member/ Parent	
Frank Griffith	Member/ Parent	
Natalie Darby	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, after an intense program of professional development geared to implementation of an instructional technology focus, 100% of teachers will integrate technology into the curriculum planning and lessons as evidenced by observation/walkthrough documents, surveys, feedback forms, and protocols.

Comprehensive Needs Assessment

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

After looking at the comprehensive CCLS aligned instructional programs being utilized; Ready Gen, Code X, and GoMath, and appropriate alignment instructional technology standards. Based on annually administered school-wide needs assessments the integration of instructional technology was deemed necessary to facilitate the integration of instructional technology as evidenced through planning and lessons.

Instructional Strategies/Activities

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

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

1. Technology Committee: A Technology Committee has been formulated to distribute leadership amongst teachers interested in supporting their fellow teachers in the integration of instructional technology.
2. iPad Initiative: All teachers have been given iPads to assist in the immersion and utilization of instructional technology.
3. "Tech Wednesdays": Teachers are receiving bi-monthly instructional technology professional development on a variety of topics, as identified by needs assessment, (administered at the beginning of the school year 2013-2014 and ongoing throughout the year).
4. Google Domain: In an effort to achieve our technological goal, the Instructional Technology Coordinator has enrolled the school as a *Google Apps for Education* Site. In this vain, teachers have digital access to a sundry of digital tools.
5. Technology Tools: Teachers have received additional technology devices including laptops and document cameras to be used in conjunction with interactive whiteboards. This enables the implementation of the ongoing professional development being provided.

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

1. Members of the Technology Committee are comprised of the Instructional Technology Coordinator along with elementary/middle school teachers and content specialists.
2. Initial iPad "Out of the Box" professional development has been provided with ongoing peer coaching and additional professional development from Apple computer and Technology Committee members.
3. Members of the school-based Technology Committee, Apple computer, Microsoft, Tequipment, and other identified DOE-approved vendor personnel, have been designing and providing instructional technology professional development as identified through ongoing needs assessments.
4. The Instructional Technology Coordinator and the Technology Committee have received and have turn-keyed Google Apps professional development to continually support teachers' use of the various Google tools.
5. Teachers utilize technology support forms to identify any ongoing technology tool support needed, and receive support from Technology Committee members.

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

1. Technology Committee: Administration and Technology Committee members have been continually evaluating progress and effectiveness of appropriate implementation of instructional technology. Committee members periodically check in with classroom teacher K-8 to see if they have any needs that relate to technology use in the classroom.
2. iPad Initiative: Technology Committee members meet bi-monthly on Thursdays, and during available common planning periods, to identify and address any

technology tool support needed. Teachers are encouraged to share useful apps that can be used for planning, instruction, data collection and analysis.

3. "Tech Wednesdays": Through classroom observations and peer inter-visitations, Administration and Technology Committee members evaluate progress and effectiveness of appropriate implementation of instructional technology. Members of the committee present and provide professional development on a variety of technology tools and programs; after professional development sessions, teachers are expected to utilize programs, strategies or tools presented during professional development sessions.

4. Google Domain: The Instructional Technology Coordinator evaluates progress and effectiveness of appropriate implementation of *Google Apps*.

5. Technology Tools: Technology Committee members meet bi-monthly on Thursdays, and during available common planning periods, to identify and address any technology tool support needed.

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

1. Technology Committee: Ongoing from September 2013 through June 2014.

2. iPad Initiative: Ongoing iPad professional development and peer coaching from September 2013 through June 2014.

3. "Tech Wednesdays": Instructional technology PD ongoing from September 2013 through June 2014.

4. Google Domain: Teachers received Google Apps in Education accounts in September 2013; professional development is ongoing through June 2014.

5. Technology Tools: Ongoing from September 2013 to June 2014.

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

1. Technology Committee: Teachers attend bi-monthly instructional technology professional development for 40 minutes on Wednesday, ongoing peer coaching and afterschool professional development sessions as needed.

2. iPad Initiative: Technology Committee members utilize resources and support from DIIT, Apple computer, Tequipment, and other identified DOE approved vendor personnel to assist teachers

3. "Tech Wednesdays": Through classroom observations and peer inter-visitations, Administration and Technology Committee members evaluate progress and effectiveness of appropriate implementation of instructional technology.

4. Google Domain: The Instructional Technology Coordinator utilizes Google admin console and peer inter-visitations to evaluate progress and effectiveness of appropriate implementation of *Google Apps*.

5. Technology Tools: Technology Committee members meet bi-monthly on Thursdays, and during available common planning periods, to identify and address any technology tool support needed.

Strategies to Increase Parental Involvement

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

To increase parental involvement several parent workshops have been and continue to be conducted to keep all parents informed about programs which are implemented in the school. These Parent workshops are being provided throughout the 2013-2014 school year to showcase teacher instructional technology integration.

Budget and Resource Alignment

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

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

PTA funding

Goal and Action Plan #2

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

Annual Goal #2

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

In keeping with our work around the Danielson framework, we will implement a structure to facilitate peer observations to develop and refine coaching skills and academic language as a means to support and develop pedagogy.

Comprehensive Needs Assessment

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

The aforementioned goal was created after an intensive review, and reflection of the new teacher evaluation system, Advance. The new evaluation system will impact the delivery of instruction and therefore the implications regarding effective instruction and the need for continual professional development.

Instructional Strategies/Activities

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

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

1. Peer Intervisitations: Teachers across the content areas will engage in intervisitations with their peers within the building. Based on feedback from their supervisors after observations, teachers will target areas of need and create a focal point for their intervisitation. Teachers who participate will be given time to debrief and discuss what they have observed and how they can apply these observations to their classroom practices. All participants will use of a variety of evaluation templates that are broken down by domain, and competency. These templates also provide the Advance rubric which accompanies the domain specific to the template being used. Teachers involved will use these templates to record observations and engage in meaningful discussions that pertain to specific areas of need or those that were being observed.
2. Customized Partnerships for new teachers: After reflecting on how to best provide teachers who are new to the field with support to help them develop pedagogically, new teacher partnerships were created. This process will begin with teacher partners identifying an area of need and collaboratively creating a tangible action plan. Teachers involved will have the opportunity to observe each other informally, debrief and discuss what they have observed and how it can help them develop as a pedagogue, incorporating best practices into the delivery of their instruction and planning. The devised action plan will serve as an outline of what needs to be specifically focused on, furthermore, action plans will be carried out through the use of a variety of evaluation templates that are broken down by the domain, and competency identified in the action plan. Areas of need for each new teacher are identified and then collaboratively worked on through the implementation of intervisitations, collaborative teaching opportunities and post-session conversations that focus on next steps that can be immediately taken. As peer observations continue, action plans will be revisited and revised periodically, to meet the new needs of the teacher partners.
3. Creation of a Lead Teacher: The lead teacher will develop relationships with teachers in the building to identify areas where they feel they need support or additional resources. The lead teacher will customize targeted pedagogical development through the facilitation and documentation of peer intervisitations. In addition, the lead teachers will turnkey pertinent information that teachers are able to peruse at their convenience. The lead teacher will observe lessons and give timely feedback to teachers through the lens of an administrator. This will allow teachers to get immediate, objective feedback, from peers without any stigmas attached. The lead teacher will support teachers and answer academic questions through modeling and demonstrating lessons that showcase exemplary teaching practices targeting areas in need of growth, debriefing with pedagogues involved in the specific work of learning from their peers. Furthermore, a Professional Development Suite has been established this year. This suite will serve as a meeting place for teachers to have peer meetings and to work with small groups of children. On a regular basis the lead teacher will provide and update available educational articles, professional books, supplies and computers which will be useful tools in implementing the Danielson framework in the PD Suite. This room, specifically designed for teacher use will serve as a great resource for teachers to gain information, which has been carefully chosen to enhance and strengthen their teaching practices.

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

1. All classroom teachers
2. New teachers partnered with seasoned teachers/service providers
3. Lead Teacher/Special Education Teacher

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

1. Peer Intervisitations: Use of a variety of evaluation templates that are broken down by domain, and competency. These templates also provide the Advance rubric which accompanies the domain specific to the template being used. Teachers involved will use these templates to record observations and engage in meaningful discussions that pertain to specific areas of need or those that were being observed.
2. Customized Partnerships for new teachers: Teacher partners will identify areas of need and create a tangible action plan. This action plan will be carried out through the use of a variety of evaluation templates that are broken down by the domain, and competency identified in the action plan. Areas of need for each new teacher are identified and then collaboratively worked on through the implementation of intervisitations, collaborative teaching opportunities and post-session conversations that focus on next steps that can be immediately taken.

3. Creation of a Lead Teacher: The lead teacher will customize targeted pedagogical development through the facilitation and documentation of peer intervisitations. Additionally, the Lead teacher will model exemplary teaching practices targeting areas in need of growth, debriefing with pedagogues involved in the specific work of learning from their peers. Teacher evaluations should reflect a change in the identified area which was worked on.
- 4. Timeline for implementation and completion including start and end dates**
1. Peer Intervisitations: Ongoing from September 2013 through June 2014
 2. Customized Partnerships for New Teachers: Ongoing from September 2013 through June 2014
 3. Creation of a Lead Teacher: Ongoing from September 2013 through June 2014
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Peer Intervisitations: Teachers across the content areas will engage in intervisitations with their peers within the building. Based on feedback from their supervisors after observations, teachers will target areas of need and create a focal point for their intervisitation. Teachers who participate will be given time to debrief and discuss what they have observed and how they can apply these observations to their classroom practices. All participants will use of a variety of evaluation templates that are broken down by domain, and competency. These templates also provide the Advance rubric which accompanies the domain specific to the template being used. Teachers involved will use these templates to record observations and engage in meaningful discussions that pertain to specific areas of need or those that were being observed.
 2. Customized Partnerships for New Teachers: After reflecting on how to best provide teachers who are new to the field with support to help them develop pedagogically, new teacher partnerships were created. This process will begin with teacher partners identifying an area of need and collaboratively creating a tangible action plan. Teachers involved will have the opportunity to observe each other informally, debrief and discuss what they have observed and how it can help them develop as a pedagogue, incorporating best practices into the delivery of their instruction and planning. The devised action plan will serve as an outline of what needs to be specifically focused on, furthermore, action plans will be carried out through the use of a variety of evaluation templates that are broken down by the domain, and competency identified in the action plan. Areas of need for each new teacher are identified and then collaboratively worked on through the implementation of intervisitations, collaborative teaching opportunities and post-session conversations that focus on next steps that can be immediately taken. As peer observations continue, action plans will be revisited and revised periodically, to meet the new needs of the teacher partners.
 3. Creation of a Lead Teacher: The lead teacher will develop relationships with teachers in the building to identify areas where they feel they need support or additional resources. The lead teacher will customize targeted pedagogical development through the facilitation and documentation of peer intervisitations. In addition, the lead teachers will turnkey pertinent information that teachers are able to peruse at their convenience. The lead teacher will observe lessons and give timely feedback to teachers through the lens of an administrator. This will allow teachers to get immediate, objective feedback, from peers without any stigmas attached. The lead teacher will support teachers and answer academic questions through modeling and demonstrating lessons that showcase exemplary teaching practices targeting areas in need of growth, debriefing with pedagogues involved in the specific work of learning from their peers. Furthermore, a Professional Development Suite has been established this year. This suite will serve as a meeting place for teachers to have peer meetings and to work with small groups of children. On a regular basis the lead teacher will provide and update available educational articles, professional books, supplies and computers which will be useful tools in implementing the Danielson framework in the PD Suite. This room, specifically designed for teacher use will serve as a great resource for teachers to gain information, which has been carefully chosen to enhance and strengthen their teaching practices.

Strategies to Increase Parental Involvement

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

To increase parental involvement and parental awareness of the ongoing professional development teachers are engaging in within the school community, several parent workshops have been and continue to be conducted to keep all parents informed about programs which are implemented in the school. Parents are given information on how the Common Core Standards are being addressed and the types of professional development opportunities that are provided to teachers to ensure continual growth and the implementation of best teaching practices.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

We will implement a program of Academic Intervention Services and Response to Intervention through the review of student data in Grades K-2 and 3-8. Students in these grades will meet established benchmarks as evidence of their supportive instructional programs and creation of student centered goals by teachers and support staff.

Comprehensive Needs Assessment

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

The aforementioned goal was generated to ensure that all students are meeting grade level expectations as outlines in CCLS. The school will provide additional supports for learners with academic and social deficiencies that could potentially hinder educational progress if gone unaddressed.

Instructional Strategies/Activities

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

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

1. Close Reading – Since close reading requires careful and purposeful rereading of a text, teachers are required to plan instruction to ensure students are encouraged to think critically and understand what they are reading.
2. Guided Reading – students are grouped according to reading levels as measured by Fountas and Pinnell reading assessment. Lessons are formulated to provide customized instruction regarding specific literacy skills to address students' specific needs.
3. Odysseyware (Math RTI Program for Middle School students) – an online curriculum-based multi-media program which customizes instruction for grades 7-8 based on data collected through an online pre-assessment.
4. Extended Day – students on grades 3-8 were selected for extended day participation through the disaggregation of data provided from state examinations. Students whose performance fell in the bottom third citywide are engaged in targeted and specific instruction for Mathematics and English Language Arts.
5. Girl Group (Soiree) – female students who have been identified by classroom teachers, administration, and members of the support staff as having difficulties adjusting socially meet weekly to discuss ways to express their feelings in a safe and positive manner. The RTI Provider facilitates weekly meetings, allowing those who participate to discuss issues that may be pressing or problematic.
6. Leveled Literacy Intervention (LLI) - a small-group, supplementary literacy intervention implemented by RTI Provider to address specific reading needs for students who are not acquiring or utilizing grade appropriate literacy skills therefore hindering their reading progress.
7. At-risk Counseling – provided to students who exhibiting inappropriate social behaviors in both academic and social settings. Students are provided with strategies by the counselor to address their specific needs.
8. After-School Academic Program – students who continue to exhibit deficits in different areas of ELA and Math have been invited to participate in an afterschool program. Students will be placed in small groups and receive instruction by teachers in the building who have been identified as content specialists.
9. Small group pull-out instruction – students who require additional report to learn at the same rate as their peers are pulled out of class by school support staff and provided with instruction that matches the objective being taught in class while allowing students in a more customized approach to learning

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

1. All classroom teachers
2. All classroom teachers and support staff
3. Middles School math teacher
4. All classroom teachers – curriculum map, skill-by-skill program
5. RTI Providers (upper and lower grades)
6. RTI Provider (lower grades)
7. School Guidance Counselor
8. Identified personnel (content specialists for Math and ELA)

9. RTI Providers

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

1. Close Reading – periodic assessments; formative and summative assessments; individual conferences; and administration of reading inventory periodically throughout the school year.
2. Guided Reading – periodic assessments; formative and summative assessments; individual conferences; and administration of reading inventory periodically throughout the school year.
3. Odysseyware (Math RTI Program for Middle School students) – an online instructional program that evaluates students work identifying areas of strengths and weaknesses. The program automatically devises assessments and a breakdown of individual student progress or lack thereof.
4. Extended Day - periodic assessments; formative and summative assessments; individual conferences; and administration of reading inventory and periodically throughout the school year.
5. Girl Group (Soiree) – teacher and school staff observations; behavior changes specific to students involved; student feedback
6. Leveled Literacy Intervention (LLI) – pre and post assessments based on specific literacy skills; take-home books to provide additional support; periodic assessments; and tasks customized for each text.
7. At-risk Counseling – guidance counselor reports; teacher and school staff observations; behavior changes specific to students involved; student feedback
8. After-School Academic Program - periodic assessments; formative and summative assessments; individual conferences; and administration of reading inventory periodically throughout the school year.
9. Small group pull-out instruction - periodic assessments; formative and summative assessments; individual conferences; and administration of reading inventory periodically throughout the school year.

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

1. Close Reading - daily across the content areas; ongoing from September 2013 through June 2014
2. Guided Reading – A minimum of 2 times per week; ongoing from September 2013 through June 2014
3. Odysseyware (Math RTI Program for Middle School students) – Ongoing daily from December 2013 through June 2014
4. Extended Day – Monday and Tuesday mornings; ongoing from September 2013 through May 2014
5. Girl Group (Soiree) Ongoing from October 2013 through June 2014; one time per week
6. Leveled Literacy Intervention (LLI) - ongoing from September 2013 through June 2014
7. At-risk Counseling – As needed; students who receive at-risk services are tracked and discussed at RTI meeting where the determination to continue or terminate their services is finalized.
8. After-School Academic Program: Tuesday and Thursdays from December 2013 through June 2014
9. Small group pull-out instruction: Daily and ongoing from September 2013 – June 2014

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

1. Close Reading – Since close reading requires careful and purposeful rereading of a text, teachers are required to plan instruction to ensure students are encouraged to think critically and understand what they are reading.
2. Guided Reading – students are grouped according to reading levels as measured by Fountas and Pinnell reading assessment. Lessons are formulated to provide customized instruction regarding specific literacy skills to address students’ specific needs.
3. Odysseyware (Math RTI Program for Middle School students) – an online curriculum-based multi-media program which customizes instruction for grades 7-8 base on data collected through an online pre-assessment.
4. Extended Day – students on grades 3-8 were selected for extended day participation through the disaggregation of data provided from state examinations. Students whose performance fell in the bottom third citywide are engaged in targeted and specific instruction for Mathematics and English Language Arts.
5. Girl Group (Soiree) – female students who have been identified by classroom teachers, administration, and members of the support staff as having difficulties adjusting socially meet weekly to discuss ways to express their feelings in a safe and positive manner. The RTI Provider facilitates weekly meetings, allowing those

who participate to discuss issues that may be pressing or problematic.

6. Leveled Literacy Intervention (LLI) - a small-group, supplementary literacy intervention implemented by RTI Provider to address specific reading needs for students who are not acquiring or utilizing grade appropriate literacy skills therefore hindering their reading progress.
7. At-risk Counseling – provided to students who exhibiting inappropriate social behaviors in both academic and social settings. Students are provided with strategies by the counselor to address their specific needs.
8. After-School Academic Program – students who continue to exhibit deficits in different areas of ELA and Math have been invited to participate in an afterschool program. Students will be placed in small groups and receive instruction by teachers in the building who have been identified as content specialists.
9. Small group pull-out instruction – students who require additional report to learn at the same rate as their peers are pulled out of class by school support staff and provided with instruction that matches the objective being taught in class while allowing students in a more customized approach to learning.

Strategies to Increase Parental Involvement

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

To increase parental involvement and awareness of strategies being implemented within the school community, letters informing parents about RTI Services were distributed to all students. Additionally, several parent workshops have been and continue to be conducted to keep all parents informed about programs which are implemented in the school. Parents are continually invited to the school for a variety of different academic and social events promoting a positive school culture, climate, and community. The goal of these activities is to acclimate parents to the school environment so they feel more comfortable discussing concerns they may have about their child.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, we will increase the number of students in grades 3-8 performing on grade level in ELA and Mathematics, by 3 percentage points, as measured or evidenced by student performance on our school-wide Mathematics assessments and Fountas and Pinnell benchmarks.

Comprehensive Needs Assessment

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

According to the 2012-2013 Progress Report, Students in grades 3-8 who showed a lack of progress on the 2013 NYS Exams in English Language Arts and Math, because of this finding, systems needed to be put in place to ensure their academic growth.

Instructional Strategies/Activities

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

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

1. Guided Reading: through guided reading, teachers can meet the diverse needs of their readers through the differentiation of lessons. Schools that implement a guided reading program produce more confident readers who are overall more fluent, accurate, and can effectively comprehend questions related to a piece of reading. For ELA, students will be instructed through fluid guided reading groups based on their F & P levels.
2. Extended Day: Customized instruction, based on citywide data was analyzed. Students were identified and based on their needs, an instructional calendar was created to hone in on ELA and/or Math, specific to areas of need.

3. RTI Services: Enhancing RTI to target students most at risk by increasing the number of service providers.
4. New Curricular Programs: Implementing CCLS aligned ELA and Math curricula programs.
5. Data Collection and Analysis: School-wide, an emphasis has been placed on using formative data such as conference notes to drive instruction (differentiating contingent upon needs)
6. At-Risk After School Program: After the review of initial data collected through the administration of baseline assessments and formative data, an after school program for students in the bottom third who do not receive extended day or RTI services was created.

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

1. Guided Reading: Classroom teachers will work with established guided reading groups within their day to day classroom instruction.
2. Extended Day: All Classroom Teachers have been assigned small groups, and given a set of CCLS materials to use which address the needs of students within the program.
3. RTI Services: One lower grade (k-3) and one upper grade (4-6) RTI Providers
4. New Curricular Programs: All classroom teachers and service providers are engaged in professional development opportunities i.e., Ready Gen, Code X & Go Math
5. Data Collection and Analysis: All Classroom Teachers. Teacher Teams meet biweekly and Data Specialist analyzes student data.
6. At-Risk After School Program: Select teachers, based on student needs, will be in an after school program designed to work with students in the bottom third.

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

1. Guided Reading: F & P data will be collected four times over the course of the school year. Progress of at least 2 levels is expected for each student.
2. Extended Day: Students who fell within the bottom third in ELA and Math were placed in the Extended Day program and given a baseline assessment to be used to track progress; Follow up assessments will be implemented.
3. RTI Services: At risk students not included in the Extended Day program are seen by RTI provider who consistently tracks and monitors their progress.
4. New Curricular Programs: As teachers become more comfortable with the new curriculum, the implementation of differentiation based on students' needs is formulated during Common Planning.
5. Data Collection and Analysis: Teacher Team protocols; analyzing student work assist teachers with developing strategies for differentiation and Re-teach if needed.
6. At-Risk After school program: At risk students not receiving Extended Day or RTI services, the program will include a baseline and benchmark assessments to be used to monitor progress.

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

1. Guided Reading: Fountas & Pinnell: Baseline September 2013; Second administration December 2013; Third administration March 2014; Final administration May 2014;
2. Extended Day: Ongoing from September 2013 through June 2014
3. RTI services: Ongoing from September 2013 through June 2014
4. New Curricular Programs: Professional Development sessions are ongoing from July 2013 through June 2014
5. Data Collection and Analysis: Teacher Teams meet biweekly; Wednesdays & Thursdays; this is ongoing from September 2013 through June 2014
6. At-Risk After School Program: Afterschool program will begin in January 2014 and continue to run through June 2014

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

1. Guided Reading: through guided reading, teachers can meet the diverse needs of their readers through the differentiation of lessons. Schools that implement a guided reading program produce more confident readers who are overall more fluent, accurate, and can effectively comprehend questions related to a piece of reading. For ELA, students will be instructed through fluid guided reading groups based on their F & P levels.
2. Extended Day: Customized instruction, based on citywide data was analyzed. Students were identified and based on their needs, an instructional calendar was created to hone in on ELA and/or Math, specific to areas of need.
3. RTI Services: Enhancing RTI to target students most at risk by increasing the number of service providers.
4. New Curricular Programs: Implementing CCLS aligned ELA and Math curricula programs.
5. Data Collection and Analysis: School-wide, an emphasis has been placed on using formative data such as conference notes to drive instruction (differentiating contingent upon needs)

6. AAt-Risk After School Program: After the review of initial data collected through the administration of baseline assessments and formative data, the mentioned after school program was created for students in the bottom third who do not receive extended day or RTI services was created.

Strategies to Increase Parental Involvement

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

To increase parental involvement and awareness of school wide initiatives being implemented in response to the results of last year's NYS Standardized exams, several parent workshops have been and continue to be conducted to keep all parents informed about programs which are implemented in the school to ensure academic progress is made by the student population.

Budget and Resource Alignment

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

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ol style="list-style-type: none"> 1. Close Reading 2. Guided Reading 3. Extended Day 4. Leveled Literacy Intervention (LLI) 5. After-School Academic Program 6. Pull-out instruction 	<ol style="list-style-type: none"> 1. Whole class; small group 2. Small group 3. Small group 4. Small group; one-to-one 5. Small group 6. Small group 	<ol style="list-style-type: none"> 1. During the school day 2. During the school day 3. Before school 4. During the school day 5. After school 6. During the school day
Mathematics	<ol style="list-style-type: none"> 1. Odysseyware 2. After-School Academic Program 3. Pull-out instruction 	<ol style="list-style-type: none"> 1. Small group 2. Small group 3. Small group 	<ol style="list-style-type: none"> 1. During the school day 2. After school. 3. During the school day
Science	<ol style="list-style-type: none"> 1. Close Reading 2. Guided Reading 3. Small group pull-out instruction 	<ol style="list-style-type: none"> 1. Whole class; Small group 2. Small group 3. Small group 	<ol style="list-style-type: none"> 1. During the school day 2. During the school day 3. During the school day
Social Studies	<ol style="list-style-type: none"> 1. Close Reading 2. Guided Reading 3. Pull-out instruction 	<ol style="list-style-type: none"> 1. Whole class; Small group 2. Small group 3. Small group 	<ol style="list-style-type: none"> 1. During the school day 2. During the school day 3. During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. Girl Group (Soiree) 2. At-risk Counseling 	<ol style="list-style-type: none"> 1. Small group 2. Small group; one-to-one 	<ol style="list-style-type: none"> 1. During the school day 2. During the school day

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

- A. 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 *TAS Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related.
- Conducting student led student-parent-teacher conferencing to promote open communication while building leadership skills, accountability, and self confidence amongst students.
- Arranging additional parent and teacher meetings at flexible times, e.g., morning, evening
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in their child's education.
- Consistently and continually providing information related to school and parent programs, meetings and other activities, is sent to parents school-wide, and written using 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 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:

- Conduct walking tours through the building when new students /parents would like to apply to our school. This gives the opportunity to qualify the prospective family as a good fit to our school community, additionally, it allows families to have a firsthand look at our programs in action, through the eyes of existing school parents along with the parent coordinator.
- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents.
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member.
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities.
- Planning activities for parents during the school year, e.g., Parent-Teacher Conferences.

Provide general support to parents by:

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

- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend).
- Sharing and communicating best practices for effective communication, collaboration and reaching out to establish partnerships will all members of the school community.
- Supporting parental involvement activities as requested by parents.
- Build a partnership between the parent coordinator and the PTA Executive Board to plan cohesive events and workshops for the parent community.
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy.
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs.

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 30 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 29	Borough Queens	School Number 270
School Name Gordon Parks for Inquisitive Minds		

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 Chayvonne Harper	Assistant Principal Rosalie Ambrosio, Lisa Allen
Coach type here	Coach type here
ESL Teacher Aris Flore	Guidance Counselor
Teacher/Subject Area Ruth Panaligan, SETSS Provider	Parent type here
Teacher/Subject Area type here	Parent Coordinator Patricia Wheeler
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	669	Total number of ELLs	3	ELLs as share of total student population (%)	0.45%
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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 <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" 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"/>

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	0													0
Dual Language <small>(50%:50%)</small>	0													0
Freestanding ESL														
SELECT ONE		1		1			1							3
SELECT ONE														0
Total	0	1	0	1	0	0	1	0	0	0	0	0	0	3

B. ELL Years of Service and Programs

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

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										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)														0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)														0
Advanced (A)		1		1			1							3
Total	0	1	0	1	0	0	1	0	0	0	0	0	0	3

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					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

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

The school uses Fountas and Pinnel as an early literacy assessment tool. Fountas and Pinnel is administered four times a year to ensure that reading and comprehension ability are measured on a regularly basis. Progress is monitored and students that demonstrate lack of increase in reading level provided Tier 2 intervention by classroom teachers or RtI providers.

Results of the Fountas and Pinnel assessments revealed increase in that our ELL students reading levels.

Fountas and Pinnel and other formative assessments conducted by classroom teachers., ESL providers and RTI and related service providers (when applicable) are used to determine individual student literacy goals. Data also drives instruction as teachers differentiate and place students in reading groups.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? NYSESLAT 2013 Exam Report revealed that all the three ELL students scored at an "Advanced" Level. The results also show that students performed better in the Listening and Speaking domain compared to Reading and Writing. This has been the pattern in the past three years based on the exam history report of the three ELL students.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The patterns across NYSESLAT modalities have been one of the factors considered when making instructional decisions. Reading and Speaking have been the focus of the ESL program.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The results of the ELL periodic assessments are used to plan instruction. Every year, the school leadership has been finding that Reading and Writing have been the main areas of weakness. Although actual score reports demonstrate progress, the two mentioned modalities have been found to be an area of struggle compared to speaking and listening.

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](#).)

The school has an RtI Plan that is presented to staff members. Response to Intervention Guidelines are implemented to ensure that students are provided services at all tier levels. English Language Learners are therefore, a part of the schoolwide RtI program. The process starts at the beginning of the school year when universal screening is administered. In the past two academic years, the Fountas and Pinnell reading assessment has been utilized to determine reading levels all students across grade level. The NYC MOSL assessment was also administered to students in the testing grades. The school administration and the data specialists in the building are working together with teachers to ensure that strong core instruction is delivered to all students addressing student needs as reflected by the results of the universal screening tools and other formative assessments. The RtI committee comprised of the service providers, principal, guidance counselor and lead teacher meet weekly. Each classroom teacher has a chart of that depicts student movement across reading levels or lack thereof. Based on this data, reading groups are developed and instruction is differentiated to address needs. Groupings are modified periodically depending on the academic performance, specific population such as ELLs, and overall student response to the strategies utilized by the teacher. If deemed necessary, more intensive intensive intervention - Tier 2 or 3 are provided to ensure students are given appropriate level of academic assistance before special education is considered. For ELL students, the same procedure is followed in collaboration with the ESL Provider.

6. How do you make sure that a child's second language development is considered in instructional decisions? To make make sure that a student's second language developments are considered in instructional decisions, the ESL provider participates in the planning sessions of the grades she provides services for. Teachers fosters language development across curriculum via a variety of strategies such as purposeful and deliberate teacher-student and student-student conversations during large and small group activities. Additionally, reading and writing are integrated across all content areas in order to strengthen students' (especially ELLs) ability to express themselves verbally and in writing.

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 school has teacher teams and committees that meet on a regular basis to ensure student performance is monitored and instructional decisions are made collaboratively. As instruction is data-driven, teachers and the school leadership team look at data such as standardized tests (i.e. LAB-R, NYSESLAT, State Exams, etc), MOSLs, Fountas and Pinnell data as well as informal assessments. The NYSESLAT modality report, in particular, is a helpful tool in determining the specific areas of concern that need to be addressed in order for ELLs to meet appropriate yearly progress.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Initial identification of English Language Learners (ELL) starts at the time of admission when the child and parents meet with the principal, parent coordinator, and other school personnel. At this point, the ESL Provider or a licensed pedagogue administers the Home Language Identification Survey (HLIS) licensed to identify the dominant language spoken at home. The HLIS includes an interview with the parent and child. When a bilingual licensed pedagogue is available, families are also interviewed in their native language. Once this process is concluded, the building ELL coordinator ensures that the correct information is entered in ATS based on language identification guidelines stated in the ELL Policy Brief.
The second part of the identification process is the administration of Language Assessment Battery –Revised (LAB-R) is administered to determine ELL status and level of proficiency of students whose home language is not English. For new entrants to NYC public school system whose home language is Spanish and scored below proficiency on the English LAB-R, Spanish LAB-R will be administered by the ESL Provider who is licensed in Spanish and ESL to determine dominant language to help in planning instruction for bilingual or ESL services.
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.
Upon identification of eligibility to ESL services, parents are invited to come to the school to meet with the ESL Provider, and Special Ed Liaison (especially if the child has an IEP) to discuss the three program choices- Transitional Bilingual, Dual Language, Freestanding ESL). The parent orientation video that describes the programs is shown to help the parents decide which program will be the most beneficial for their child. Other staff members who are directly involved in the child’s learning such as classroom teachers and service providers (if child has an IEP) are also invited. The ESL provider explains the programs as well as answers any questions or concerns the parents may have regarding ESL services. In the event that parent decides to choose TBE/DL programs, we provide them with the following two options: a) keep the child enrolled at the current school in an available program; or b) transfer the child to a different school where the parent’s choice is currently available. If the parent chooses Option B, the school the contacts the Office of English Language Learners which will coordinate the transfer with the Office of Student Enrollment. The school ELL Team maintains a record of their response. This process is done within the first ten days of enrollment.
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 [\[see tool kit\]](#).)
The Entitlement Letter with Parent Survey and Program Selection Forms are sent to parents via mail to the parents/guardians of

each student who is eligible for ELL services, based on LAB-R results. A follow-up phone call is made to ensure that parents receive the notice and are able to attend the scheduled meeting. The Parent Survey and Program Selection Forms that documents the parent's decision are re-distributed and collected during the meeting with the parents of ELLs at the beginning of the school year or within ten days of enrollment. To ensure that the forms are returned on time, the ESL Provider and parent coordinator (if needed) communicate with the parents via letter or telephone.

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.

English as a Second Language program is designed to provide instruction in English, emphasizing English-language acquisition. The only available program in the school is ESL. Students in the ESL program come from many different native language backgrounds and English is the only common language among students. However, native language support is made available whenever possible. Currently, the ESL provider speaks Spanish. In the event that the Haitian-Creole students or parents require assistance, we have a Speech and Language Therapist who is available to translate. The school keeps a record of staff members who are fluent in other native languages should the need for translation and interpretation arise.

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.

At the beginning of the school year, RLER report is run to determine the number of students eligible to take the NYSESLAT. This ensures that all ELL students, especially new admits to the building, are accounted for when ordering the materials necessary for NYSESLAT testing. As the memorandum becomes available, the NYSESLAT assessment calendar is utilized by the ESL provider to plan, pace instruction, organize her schedule and make arrangements for the administration of the test.

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. [①](#)
For the past few years, the parents have been selecting Freestanding ESL. Thus far, 100% of the parents opt for ESL. At this point, we do not have sufficient number of ELLs to open a bilingual class. Based on parent requests and student needs, the ESL service is adequate.

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])?

Currently, the school is delivering ESL instruction via pull-out model. The ESL teacher, in collaboration with the classroom teacher ESL provider plans instruction carefully to ensure there is alignment and continuity

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)?

The ESL provider is also the middle school Spanish teacher. In the ESL Provider's schedule schedule, appropriate number of periods per day are allotted to see her ESL students. Required number of minutes of ESL instruction and ELA as per CR Part 154 is provided to all ELL students.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The only available program in the school is ESL. The ESL provider utilizes a pull-out model aligned to the instructional content in the classroom. ESL teacher focuses on scaffolding strategies to create entry points for students making the Common Core Curriculum content comprehensible for students. Some scaffolding strategies utilized are graphic organizers, the emphasis on front loading academic vocabulary, as well as daily language objective engaging students in discussions around content specific topics. The school uses the Balanced Literacy Approach across curriculum areas. All instruction is planned with all learning styles and modalities in mind. To foster language development and to meet the demands of the Common Core Learning Standards, teachers utilize differentiated instruction and learning activities that encourage interaction among students.

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

The school only program available in the school is ESL. Although the school does not offer a Bilingual program, native language support is made available for evaluation services whenever possible. Currently, the ESL provider speaks Spanish. In the event that the Haitian-Creole students require assistance, we have a Speech and Language Therapist who is available to translate. The school keeps a record of staff members who are fluent in other native languages should the need for translation and interpretation arise. For General Education students that are being evaluated for Special Education services or Special Education students that require reevaluation related to IEP, the school seeks services of bilingual evaluators to perform psycho-educational evaluation and standardized tests that measure eligibility for Special Education/related services.

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

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, ongoing assessments are being conducted. Classroom teachers, in collaboration with the ESL provider, utilize formal and informal assessments throughout the year to ensure progress or lack thereof is measured.

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).

Presently, we do not have any SIFE students and long term ELLs in the building. In the event that we do, we will extend our services to SIFE children in such a way that they will be able to catch up on the knowledge and skills that they need to meet the grade level standards. For our current long-term ELL, the focus will be increasing comprehension and writing skills as well as developing higher order thinking skills.

For long term ELLs receiving 4-6 years of services, the ESL provider will develop programs that will encourage independence. Functional reading and speaking skills that will help them prepare for high school application and job interviews will also be the focus of instruction. Skills that will help them in writing resumes and application letters will also be taught. Daily life conversations, and academic

vocabulary will continue to be enhanced as transition goals and services are integrated with lessons. To foster independence and acquisition of skills needed as they move up to middle school and high school and into adulthood, students will have access to hands-on experience via the school's employment program.

Freestanding ESL instruction is delivered via the pull-out organization model. The program model that is being used is differentiated instruction wherein students work in small groups and are provided grade/ability appropriate activities. Students receive one-to-one guided teaching. All ELLs receive instructional minutes as required under CR Part 154 – 360 minutes of ESL instruction per week for beginning and intermediate level. We only have one student in the advanced level who receives the mandated 180 minutes of ESL instruction and 180 minutes of ELA instruction.

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?

The scaffolding strategies mentioned above support our ELLs-SWD on the learning continuum. In addition to differentiated instruction the ESL service provider consults regularly with classroom teachers and all service providers working with ELLs to insure that instructional goals are customized to meet their needs.

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

Paste response to question here:

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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



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.
- Currently, the school is providing intervention programs across all grade levels and subject areas. Small group intervention programs for all students that struggle in ELA and Math are offered during Extended Day. Extended day which occurs in the morning is designed in such a way that students that have similar academic needs are grouped together.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current program focuses on each child's individual needs. Intervention addressing specific language and academic needs aligned to content area and common core standards targets all aspects of development.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year, the team is planning to improve and intensify current programs. We will improve by adding more resources - both printed and digital. Groups will be smaller and more intervention specialists will be involved to ensure individual needs are met.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All services afforded to all general education and special education students are offered to ELL students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- One of the school's CEP goals is to strengthen the integration of technology with instruction. In line with this, ELL students are provided learning activities that involve the use of technology such as the utilization of the smart board and the iPad. The ESL provider uses a variety of printed materials such dictionaries, thesauruses, books targeting specific language skills, content area textbooks and literary books. To ensure hands-on learning, the provider uses flashcards, magnetic letters, talking pens, wrap-ups, and other manipulatives.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The school only offers ESL program. However, native language support is made available whenever possible. Currently, the ESL provider speaks Spanish and can provide native language support. In the event that the Haitian-Creole students or their parents require assistance, we have a Speech and Language Therapist who is available to translate. The school keeps a list of staff members who are fluent in other native languages should the need for translation and interpretation arise. If further support in student's native language is needed, we will contact the Office of English Learners for assistance.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- To ensure service supports and resources correspond to the ELLs' age and grade level, the provider uses differentiated instruction. As the ESL group is composed of students varying in ages, grade level and ability, the teacher prepares different activities that address individual needs in correlation with the classroom.
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.
- Parents of newly admitted ELL students are invited for a conference with the ESL teacher, general education teacher, and parent coordinator. We also have a parent-to-parent breakfast where parents of ELL and special education students meet and share information.
18. What language electives are offered to ELLs?
- N/A
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

For the coming school year, ESL Providers; general education and special education teachers; other service providers; as well as paraprofessionals who work with ELLs will be sent to workshops to improve delivery of ESL service and to comply with the required 175 hours of ELL Training every five years for professional certificate holders. Staff members will be attending general workshops on technology in the classroom; and curriculum and instruction that can be applied in teaching the ELLs. Teachers will attend a variety of trainings offered by the network and the UFT. Teachers will also be encouraged to take advantage of internet-based seminars designed to provide information and strategies to better facilitate learning among ELL students as they engage in the Common Core Learning Standards. The school administration also provides in-house professional development opportunities that are conducted during teacher team meeting, common planning preps, and faculty conference.

The following are the specific professional activities that have been and will be put in place to assist the teachers with their ELL population:

1. Introductory workshop identifying the ELL population, mandated hours, ESL schedule,
2. SESIS Training focusing on ELL students with IEP
3. ELL Strategies for the classroom
4. Turn-key from ELL workshops attended by ELL/Special Ed Liaison
5. Common Core Workshops
6. Technology workshops - specific apps and programs for ELLs correlated to content area
7. Transition planning for Gen Ed and Special Education students entering middle school and high school

Participation in all professional development activities is documented via compilation of attendance sheets, copies of agenda, and other related materials (both hard and electronic copies). All records are kept in a binder secured in the PD Suite.

D. Parental Involvement

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

Parents in our school, including the parents of ELL show a high level of involvement. They actively participate in parent meetings and gatherings which include workshops, special performances, School Leadership Team (SLT) and PTA assemblies, open school nights and other projects such as book sales.

The school Parent Coordinator works diligently in order to evaluate and provide the needs of the parents. Parent surveys are sent out and parent meetings and workshops are conducted at least once a month. At the beginning of the school year, the Parent-to-Parent Breakfast for parents of English Language Learners and students with special needs is held. This event gives the parents and teachers the opportunity to meet one another and discuss the services and other resources that are available in the building.

Workshops are conducted at least once a week to help parents help their children at home. Topics range from assisting children with homework and other academic tasks, to how to effectively communicating with them, to fun crafts and other activities that they can do as a family. The school counselor is also available for consultation and gives parents information about resources and places they could go to for translation and language classes. The school partners with community based organizations such as Resources for Parents, the Queens Public Library, American Red Cross, NYPD, FDNY, American Cancer Society, Link To Life Network Bone Marrow Donors, Breton's Defensive Driving Academy Materials for the Arts, Ridgewood Savings Bank, NY Civil Liberties, Carver Bank, Tech On Wheels, Citigroup, New York Blood Center, The Family Center, Jet Blue Airlines, Mets National League Baseball Club Build A Bear, Colgate Dental Van Cornell University Cooperative Extension program, Civilian Review Board and Health Plus, to provide assistance and services to ELL parents.

Throughout the school year, fliers and notices that contain information and resources are sent home continuously to parents written in both English and their native language. The school parent coordinator attends the Annual ELL conference in addition to workshops to gather information about ELL programs and learn about new approaches to support meeting the needs of parents of English Language Learners.

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.

Parents in our school, including the parents of ELLs show a high level of involvement. They actively participate in parent meetings and gatherings which include workshops, special performances, School Leadership Team (SLT) and PTA assemblies, open school nights and other projects such as book sales.

The school Parent Coordinator works diligently in order to evaluate and meet the needs of the parents. Parent surveys are sent out and parent meeting and workshops are conducted at least once a month. At the beginning of the school year, the Parent-to-parent Breakfast for parents of English Language Learners and students with special needs is held. This event gives the parents and teachers the opportunity to meet one another and discuss the services and other resources that are available in the building.

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Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		12/12/13
	Assistant Principal		12/12/13
	Parent Coordinator		12/12/13
	ESL Teacher		12/12/13
	Parent		12/12/13
	Teacher/Subject Area		12/12/13
	Teacher/Subject Area		12/12/13
	Coach		12/12/13
	Coach		12/12/13
	Guidance Counselor		12/12/13
	Network Leader		12/12/13
	Other		12/12/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q270 School Name: GORDON PARKS SCHOOL

Cluster: 2 Network: 05

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.

Parents of students newly admitted to the NYC Department of Education which may include Kindergarten, Transfer from private schools or schools outside NYC, are interviewed and asked to complete the Home Language Identification Survey (HLIS) . If parents are identified as limited English/non-English speakers or if the primary language spoken at home is a language other than English, teachers and other staff members are notified. Assessment of translation and interpretation needs is conducted via analysis of information gathered from individual Home Language Identification Survey(HLIS). In addition, Bio reports and Home Language Report RHLA generated from ATS; and STARS information that summarize student information serve as a quick reference for teachers and other personnel who work with the students. The student emergency blue cards that the teacher refer to when making phone calls to parents also include child's home language information.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The most current Home Language Report (RHLA) revealed that there is a total of thirteen students in the building whose primary home language is non-English: 1 French, 1 French-Haitian Creole, 2 Fulani, 4 Haitian Creole, 1 Ibo, 1 Niger-Congo, 2 Punjabi, and 1 Spanish. Translation and interpretation needs are reported to the teachers, service providers, and other staff members who provide instruction/service to the students both verbally and in writing. At the beginning of the school year or as students are enrolled, the pupil accounting secretary and school ESL Provider meet with the teachers and send out e-mail/written notification stating the student's home language and the possible need for translation and interpretation when corresponding to parents.

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.

To ensure timely provision of translated documents to limited/non-English speaking parents, the school sends DOE translated materials downloaded via DOE and NYSED websites. If notices and fliers are not available in the parents' primary language, or if the correspondence is child specific, staff members serve as translators. In the absence of personnel to translate, the school contacts the Translation and Interpretation Unit or an outside vendor.

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.

To ensure appropriate oral interpretation services are provided staff members serve as interpreters during parent meetings, phone calls, and other conferences and workshops. In the event that there are no available staff members to translate, the Translation and Interpretation Unit is contacted for assistance.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will, to the best of its ability, fulfill the requirements regarding parental notification requirements for translation and interpretation as stated in the Chancellor's Regulations A-663. We will begin by posting at the primary entrance of the building where it will be visible to all, a sign indicating the availability of translations and interpretations. The sign will be written in each of the covered languages. Furthermore, parents will be provided with a copy of Bill of Parent Rights and Responsibilities written in their native language, informing them of their rights to receive translation and interpretation services.

The school will keep an updated list of limited English/non-English speaking parents based on the Home Language Identification Survey. Documentation of teachers/staff members proficient in non-English languages will be on file and made accessible should the need interpreter/translator arise. In addition, the Pupil Personnel Secretary and the classroom teacher will indicate on the child's blue emergency card that the child's parents have limited English proficiency. Finally, all personnel providing instruction and service to students whose parents are limited English/non-English speakers will be sent via e-mail links to Section VII of Chancellor's Regulations A-663 and translated documents/correspondence available in the DOE and NYSED website.